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Hilltown Cooperative Charter School Application, Sept. 1994

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## CHARTER SCHOOL APPLICATION

SUBMITTED BY:

THE WESTERN MASSACHUSETTS HILLCITY  
COOPERATIVE CHARTER SCHOOL



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DATE: October 15, 1994

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As submitted to:  
Commonwealth of Massachusetts  
Executive Office of Education  
Piedad F. Robertson, Secretary of Education  
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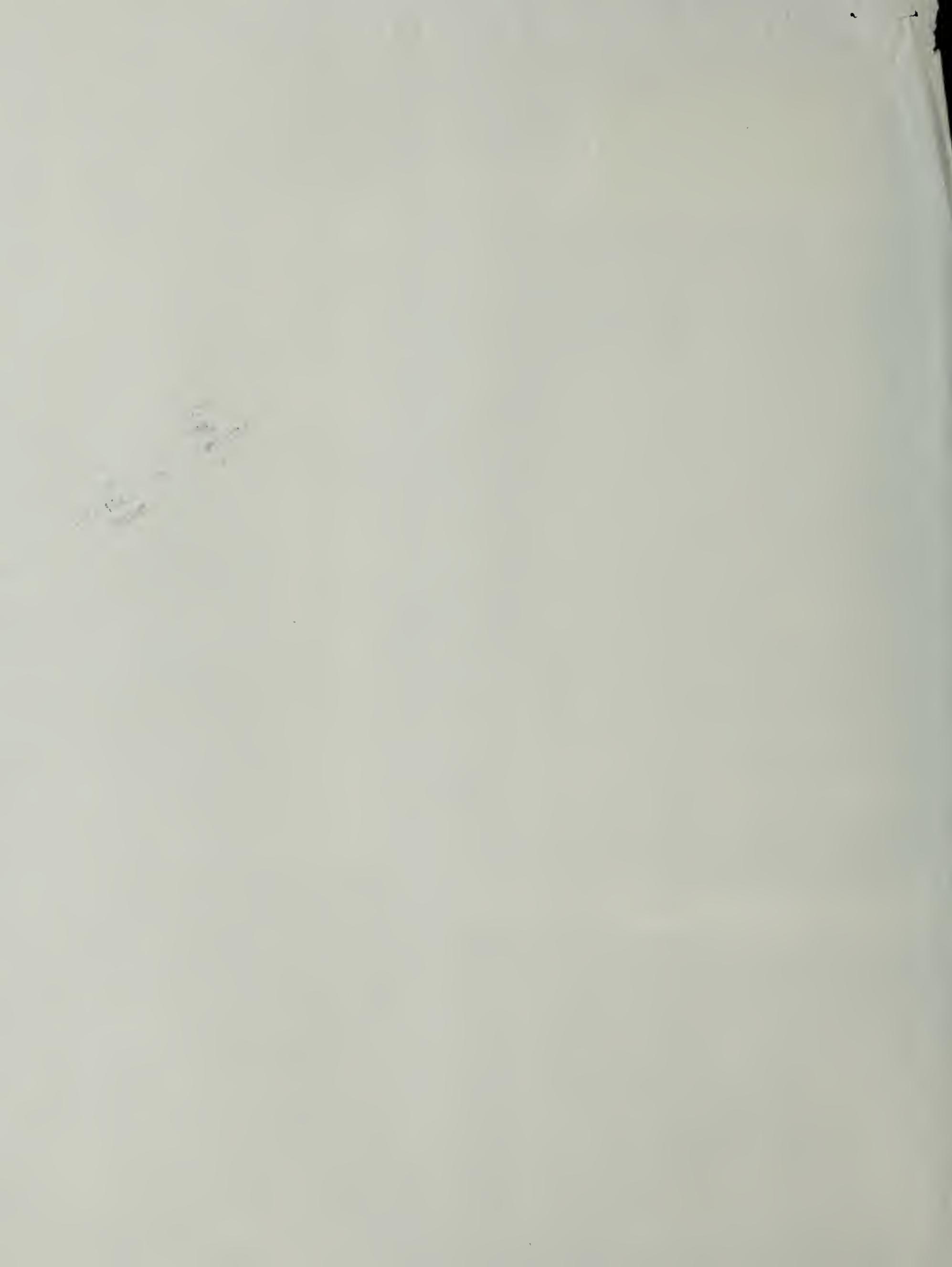
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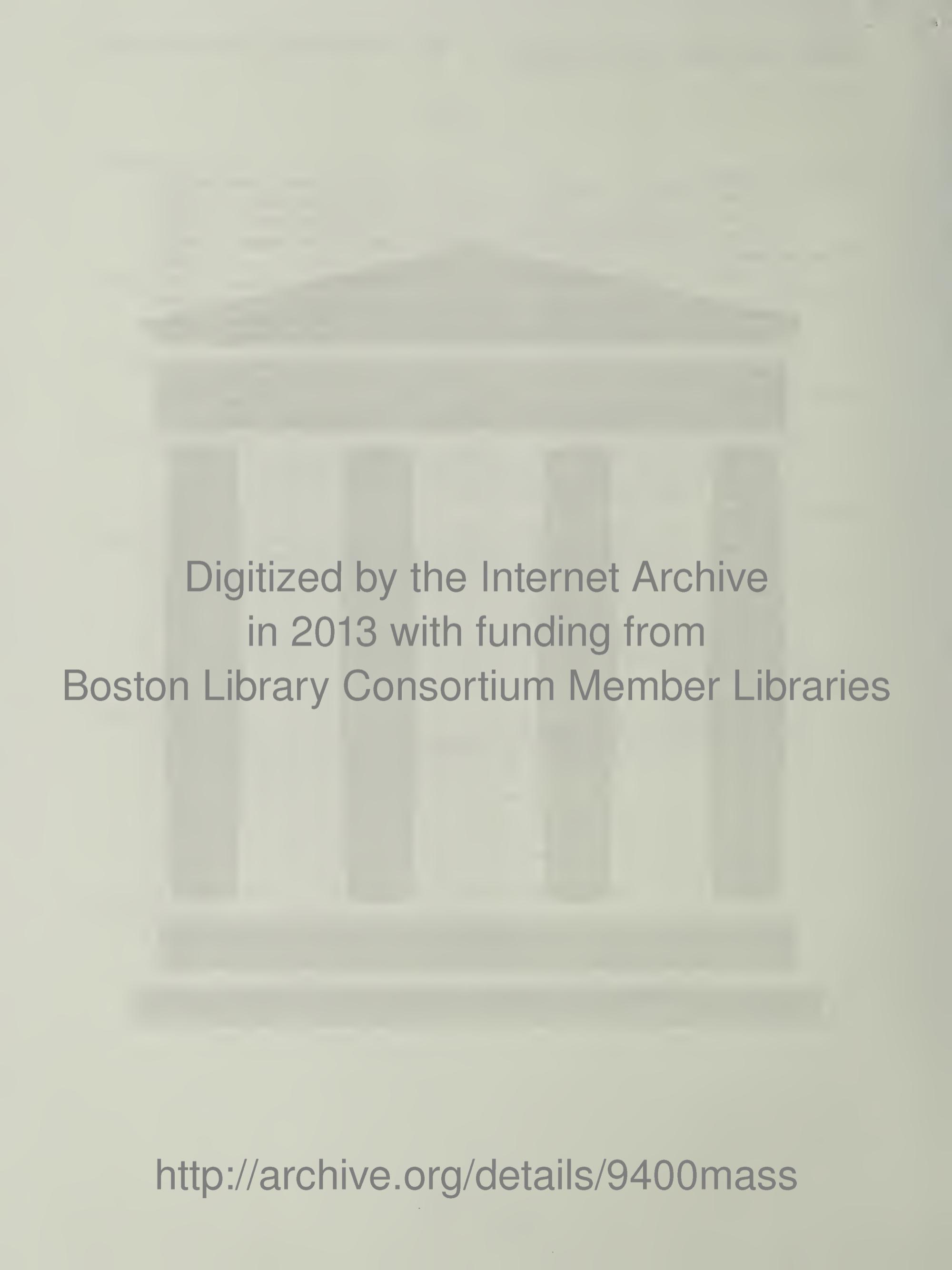
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## PART I

### 1) Mission Statement

We believe that children, families, schools and community are an integral system. As such, a school must interact in a collaborative manner with each component of the system. Just as an agricultural community depends upon the contribution of every member, young and old, to provide nourishment for all, so a school must provide roles and rewards for all participants.

Our mission is to involve students, teachers, parents, administrators and members of the encompassing community in sustaining a non-discriminatory, rural, learning environment drawing upon the Reggio Emilia approach. The innate curiosity and creativity of children will stimulate exploration of the arts and sciences through an integrated curriculum. The inevitable rewards of this process are personal empowerment, critical thinking, joy of learning, and appreciation of the importance of diversity and cooperation.

## 2) School Objectives

### A. What are the school's broad academic objectives for student learning?

The broad academic objectives for student learning are mastery of basic skills and fundamental processes including:

- practice of independent judgment, continued learning, critical thinking and problem solving.
- ability to communicate ideas and feelings through writing, speaking, movement, music, and the visual arts.
- ability to understand and utilize a variety of conceptual languages, such as math, programming, musical notation, American Sign Language, and foreign languages.
- ability to recognize and appreciate one's own culture (traditions, home environment) as the basis for studying and appreciating the cultural diversity in our towns and in the world at large.
- ability to utilize available sources of information and draw conclusions.
- ability to utilize the rural environment for learning and experimentation.
- ability to read, to write, to calculate math, and to practice scientific research through everyday experience.

### B. Describe any non-academic goals for student performance.

Non-academic goals for student performance include:

- an understanding and appreciation of one's own traditions and values and how they relate to others.
- ability to plan and organize for the realization of personal goals.
- knowledge and skills basic to performing constructively as a citizen of the world
- self-understanding; taking responsibility for oneself, the group, and the school environment.
- development of creative imagination and joy in learning.
- emotional and physical well-being and safety.
- development of a sense of community (with peers, school, family, and the larger community).

The school's learning environment is critical to meeting the academic objectives and non-academic goals for student learning.

The curriculum will structure all learning to involve **problem solving and critical thinking**, so that children learn how to learn. Recent tests in our public schools documented that students lacked these most critical skills, which are the foundation of all of our learning.

The school community will create **meaningful contexts for learning** so that children are motivated to learn. This includes the use of an integrated thematic approach with a curriculum which emerges from the children's interests and addresses the varying learning styles within one group of children. The school environment will be set up "to familiarize children with a few phenomena in such a way as to catch their interest, to let them raise and answer their own questions, to let them realize that their ideas are significant, so that they

have the interest, ability, and self-confidence to go on by themselves." (Duckworth, The Having of Good Ideas, 1987)

The foundation of the interaction with students is a **belief in the child's rich potential and innate curiosity and ability**. With this belief comes the self-fulfilling expectation that children will primarily direct their own learning in a stimulating environment with sufficient attention.

The curriculum will **fully integrate the visual and performing arts into the educational experience of children**. The Reggio Emilia schools have demonstrated that the arts provide the ideal language for young children (ages 2-6) to creatively investigate and learn. We believe that this philosophy can be applied to elementary education if the arts are fully integrated into the academic curriculum.

The school will present **an environment that encourages creative thinking**. Rather than dispensers of information, teachers will act as models, resources, and guides to help children (and adult learners) to develop their own ideas and solutions. Emphasis on a hands-on learning environment encourages children to explore their unique ideas and approaches to the material presented. The physical space and the time during the school day is structured so that it is flexible and allows children to spend the time needed to fully engage in or complete learning tasks.

The school will address diversity in student learning through **teaching methods which engage a variety of learning styles**. An appreciation for multiple intelligences reduces prejudices and builds self-esteem by valuing each person's unique learning style.

The school will use **curriculum materials and educational resources that value diversity of gender, race, ethnic background, economy, etc.** This includes the integrating of visual and performing arts from diverse cultures.

**Community involvement** provides the opportunity for inter-generational inter-dependence and for children to connect to their own experience and neighbors.

The school will **grant teachers the power to make their own decisions**. This school will be non-hierarchical and democratic in governance. Teachers will be fully sanctioned and trusted to make their own teaching decisions which will enhance their self-esteem and motivation. It is essential that teachers be expected to bring to bear their own intelligence, knowledge and feelings in their teaching.

**Cooperation and collaboration among all members of the school community** will be fostered. We hope to inspire cooperation among our students by modeling cooperation among teachers, parents and administrators. Often teachers are isolated in their role, so we feel there is a need for "team-teaching". This enriches the teaching resources and offers invaluable feedback and support for teachers.

We believe that **family involvement** is critical to the successful education of our children. The existing public school structure with its prescribed curriculum does not facilitate such involvement.

**C. What type of community environment do you hope to foster at your school?**

The basic philosophy of the school is centered around the concept of a school community. The goal of our approach is to be "an amiable school," as described in the Reggio Emilia literature, allowing the active participation of parents, children, and teachers in forming the learning environment. Involving parents in projects with the children, and involving children experientially in the world in which they live will create a strong sense of mutual respect.

Specific aspects of the curriculum of the school will help to foster a strong sense of community. At the beginning of every theme cycle there will be a curriculum meeting for each classroom. This meeting will allow parents and teachers the chance to brainstorm together possible ways to extend the central subject for that learning cycle. Parents will have the opportunity to know what their children are studying at school and have input about possible ways to extend the exploration of the theme at home.

The use of a curriculum based on multi-cultural influences will encourage a school community that is sensitive to and appreciative of the rich variety of cultures in our pluralistic society and the world. Cultivating a sense of openness and inclusiveness to all cultures will help school members value the differences between themselves.

In addition, structural aspects of the school will operate in such a way as to build a sense of community among all of its members. School hours will occasionally be extended into the evening to allow parents who work a chance to be involved in school activities with their children. Culmination of a central theme subject, for example, might include evening performances and exhibits, family sing-a-longs, contradances, rural history projects and storytelling.

Teachers will visit all families at home at the beginning of each year so that they can become familiar with children and their own "turf" and know better how to support each child in the school setting. Home visits also help a teacher know how to better elicit the family's support for the child and facilitate the integration of the family into the school community.

### 3) Statement of Need

#### A. Why is there a need for this type of school?

We perceive schools as the most critical institution of our society. Children are our most valuable resource, and we depend upon our schools to safeguard and nurture them during a large portion of their most vulnerable and potentially creative years. We also depend upon schools to turn out productive, resourceful and responsible citizens, capable of both fulfilling the needs of an ever-changing workplace and providing creative solutions to the unforeseen problems of the next generation.

In documenting the need for a rural educational alternative in our area, we cite five major issues which we feel are essential to the optimal education of our children, and which are insufficiently addressed in the existing school structure:

- I. The need for a child-centered approach to education;
- II. The need for a collaborative approach to education;
- III. The importance of a thematically unified experiential curriculum fully integrating the arts;
- IV. The importance of integral family involvement in the educational process; and
- V. The need to integrate the school experience into the rich fabric of our community and rural environment.

#### I. The Need For a Child-Centered Approach to Education

We believe that there is a need for a child-centered approach to education that builds upon the child's rich potential and innate curiosity, rather than focusing on the student's lacks and deficits. "Creative thinking can best be encouraged in an environment in which teachers are not mere dispensers of information but rather models, resources and guides, helping children to develop their own ideas and solutions." (Duckworth, The Having of Wonderful Ideas, 1987). Rather than presenting a curriculum of knowledge to be mastered, a sound educational approach should "familiarize children with a few phenomena in such a way as to catch their interest, to let them raise and answer their own questions, to let them realize that their ideas are significant -- so that they have the interest, the ability, and the self-confidence to go on by themselves." (Duckworth, 1987)

A child-centered approach also, by definition, accommodates the individualized learning styles of different children. This approach provides each child with the means to most effectively pursue his or her own learning. Accommodating different learning styles also promotes diversity in the classroom and tolerance throughout the school community. Children will learn to value their own ideas and creative expression, and self-esteem will flourish.

#### II. The Need for a Collaborative Approach to Education

Most public elementary schools are hierarchical institutions where teachers are not fully sanctioned or trusted to make their own teaching decisions. This undermines the self-esteem and motivation of teachers. As Duckworth points out, "It is essential that teachers be expected to bring to bear their own intelligence, knowledge, and feelings in their teaching." In working with

children, teachers should be allowed to direct their own learning, constructing their own understanding of the world through direct experiences.

Such a constructivist approach necessitates a cooperative, interactive school environment. Teachers should not be isolated from other adults in a classroom. They should be allowed to integrate ideas culled from frequent interactions with parents, administrators and other teachers, and then implement these ideas in the classroom. This collaborative teaching structure will provide a model of cooperation for children, and a supportive enriching environment in which teachers will grow and thrive.

### **III. The Importance of a Thematically Unified Experiential Curriculum Fully Integrating the Arts**

The public schools in our locale typically divide up the curriculum into discrete subject units which are often taught in tightly scheduled time blocks. Following this theme of discrete subject units, the arts are segregated into one of these grids, separate from the rest of the curriculum.

This approach to education does not encourage the children to fully use the arts as a critical tool for creative learning and self-expression. By including the arts in a more integrated fashion, it will enhance the development of unified themes, and add to the momentum of the learning process.

Freed from the typical time constraints, students will have the freedom to more fully explore themes in a way that supports their creative self-expression. We believe that if students are given the opportunity to learn in this way, they are more fully encouraged to explore what is personally meaningful to them, and in this regard, we are supporting an intrinsically motivated learning process.

### **IV. The Importance of Integral Family Involvement in the Educational Process**

"Many . . . researchers have documented the benefits of family involvement in improving students' academic performance as well as enhancing improvements in school attendance, reducing numbers of dropouts, decreasing delinquency, and reducing pregnancy rates." (Wang, et al, 1993; Review of Educational Research, 63 (3), p. 259).

We believe that family involvement is critical to the successful education of our children. The existing school structure, with its prescribed curriculum agenda, does not facilitate such involvement. Teachers are too busy fulfilling externally prescribed curriculum requirements to fully exploit parents' talents in the classroom. When parent input is solicited, it is most often in a form that is not empowering for the parent: supervising on the playground, or joining PTO's for fundraising, while important tasks, do not allow parents to meaningfully connect to their child's experiences at school. This generates frustration for both parents and teachers. Any attempt to reform education needs to address this fundamental structural flaw. As Wang et al conclude:

"The actions of students, teachers, and parents matter most to student learning; policies at the program, school, district, state, and federal levels have limited effect compared to the day-to-day efforts of the people who are most involved in students' lives. Knowing that proximal variables have a greater impact on school learning than distal ones, educators, when formulating policies, should be mindful of where they can make the biggest difference in terms of the student, the classroom, and the home."

## V. The Need to Integrate the School Experience into the Rich Fabric of Our Community and Rural Environment

There are basic characteristics of rural life which we feel are not represented in the existing school environment. Rural life has long been characterized by inter-generational interdependence. Open lines of communication between generations have been a fundamental cornerstone of responsible stewardship of our rural land.

For those of us who live in small towns, the degree to which older generations have become alienated from our schools, is readily apparent at annual Town Meetings where the school budget is inevitably the largest and most controversial item on the agenda. Because a large portion of our voters will, at any given time, have no children in the schools, it is essential for a successful school community to reach out to all members of the community throughout the year. We believe that a school must serve the entire community, and our existing schools are too isolated from a large portion of their natural constituencies.

The existing school system locks out much of the community in several ways. The rigidity of school hours prevents most working people from interacting with the school in its day-to-day operation. A highly structured curriculum often discourages teachers from utilizing community resources just outside their doors.

To fully engage the community, a charter school would need to incorporate flexible hours. The curriculum would need to be flexible. Teachers would need time and support to seek resources in the community. These changes would open innumerable opportunities for hands-on educational experience.

Our rural environment offers a wealth of wilderness and agricultural resources which are not adequately utilized for their educational value. We see our children spending too much time in classrooms, when a wealth of stimulating scientific material lies just beyond the four walls. Utilizing these resources will not only offer new curriculum opportunities, but will also foster an enhanced respect for the earth.

Finally, as residents of a rural area, we have none of the schooling options which are available to our urban counterparts. For this reason we feel pressed to create an option for ourselves.

### B. Explain why a charter school would help to effectively address this need.

In his book, Education through Partnership: Mediating Structure and Education (American Enterprise Institute, 1981), Educational Consultant David S. Seeley bemoans the fact that "education has been conceived as a service-delivery system . . . with government-run, professionally staffed bureaus to 'deliver' education to our children." In contrast, he points out that "a sound educational policy requires seeing the family as a resourceful, primary partner in the educational process."

The Charter School Legislation affords us the ideal opportunity to demonstrate the effectiveness of a public school partnership of teachers, students, and families, unburdened by the existing "service delivery" infrastructure. We will build a school community, from the bottom up,

designed to address the needs we have outlined. (See sections on School Objectives, Educational Program, and School Governance.)

While a private school could effectively meet our criteria of curriculum and structural revision and family involvement, its inherent exclusiveness would inevitably prevent the integration of the school into the community as a whole. In building a school for the future, we believe that a strong bond between our children's school and their larger community is essential to providing a strong education, and a strong community.

As a charter public school, we will attract students whose families have never considered going outside the public arena for their education, as well as those who have left the public schools. With emphasis on a non-discriminatory approach and a multi-cultural curriculum, we will be able to create a school community which fully reflects the diversity of our larger community. We envision our school as the core of a vibrant community that learns how to share many ideas and backgrounds rather than hide them.

It is our hope that our example would eventually lead to the adoption of some of our principles of education into the existing public school system, thus enhancing the social impact of this educational approach.

## 4) School Demographics

### **A. Describe the area where the school will be located. If a facility has already been secured, please state so.**

The Hilltown Cooperative Charter School is accessible to the seven northern hilltowns in Hampshire County: Chesterfield, Cummington, Goshen, Plainfield, Westhampton, Williamsburg, and Worthington (combined population 8,200), as well as the nearby city of Northampton (pop. 30,000). Students may come from other hilltowns as well (interest has been indicated thus far from Ashfield, Hatfield, Conway, and Whately). An average of 34% of the hilltown households are of low and moderate income (below 80% of median income). The hilltowns form a natural and cultural geographic community which is currently fragmented into five different regional school districts.

### **B. Why was this location selected? Are there other locations suitable to the needs and focus of the school?**

Current plans are to locate the school in Williamsburg (pop 2500). This location is easily accessible to the the other towns, and abuts Northampton, the area's major center for services. As the border town between its rural neighbors and the city of Northampton, Williamsburg offers an ideal location for the blending of rural influences with the diversity and cultural resources of a small city. It also currently serves as the hilltown center for other community services such as Council on Aging activities and the Hilltown Resource Management Cooperative. The Pioneer Valley Transit Authority operates bus service from Northampton to the center of Williamsburg.

### **C. Describe any unique characteristics of the student population to be served.**

We expect the student population to come primarily from the surrounding hilltown communities. The hilltowns are distinct in their rural character. There is a unique mix of agricultural families and newer arrivals who have migrated to the area for its colleges. Small business and self-employment are critical to the economy and are often integrated into family life. The geography which separates families has led to a strong reliance on home-based activities for children. Children frequently socialize in mixed age groups, and incorporate rural experiences into their everyday lives. Families are also used to coping with traveling long distances to meet their needs. A relatively stable population has resulted in a large number of elders who have lived their entire lives in the area and who are a rich source of information on its history and traditions.

#### **D. What is the school's anticipated enrollment?**

We anticipate opening the school in September, 1995 with an enrollment of 40 children. The first two subsequent years we plan to admit 8-10 additional children to reach a total enrollment of 60 by September, 1999. This allows us to build as a community while remaining educationally and fiscally responsible.

##### **Projected Enrollment:**

1995	40 children
1996	48 children
1997	56 children
1998	60 children
1999	60 children

#### **E. What grade levels will be served? How many students are expected to be in each grade or grouping?**

In September, 1995 our charter school will serve 40 children, kindergarten through grade 4. This mixed age group is central to the school's developmental approach, teaching methods, and curriculum goals. We draw upon the area's rural heritage in the creation of a one-room schoolhouse. Two and one half FTE teachers will be able to split the group into smaller sizes for developmentally defined activities , work with individual children to meet specific needs, and coordinate projects for the entire group when appropriate. Mixing children of different ages allows children to develop at their own rate and draws on the strengths of peer teaching and modeling. Drawing upon the Reggio Emilia approach, a studio teacher ("Atelierista") will be hired to manage the studio and documentation with an eye to encouraging each individual's expression and exploration through many "languages". As the children age an additional fifth/sixth grouping will be added to include children 10 and 11 years of age. At that time the school will divide into two groupings. By September, 1999 we anticipate serving 60 children in grades kindergarten through sixth grade. Once the school reaches full enrollment, each mixed age group will have 30 children and two full time team teachers. There will also be 1. FTE in the role of Atelierista (studio teacher).

##### **Projected Grade Levels:**

1995	K - 4
1996	K - 5
1997	K - 6
1998	K - 6
1999	K - 6

## 5) Recruiting and Marketing

### **A. Demonstrate how you will publicize the school to attract a sufficient pool of applicants.**

As soon as our school is granted a charter, we will begin publicizing our proposal in the local media -- newspapers, radio and television. We will give presentations to local preschool and Head Start programs, as well as public school administrators and school boards. We will also disseminate information via local libraries, stores , post offices, 4-H clubs, scouting groups, YMCA, agricultural fairs, local Family Centers and playgroups. We have been holding monthly community meetings since March of 94. The meetings have drawn new people each time. Thus far they have been located in different towns to enhance outreach. We have established strong links to the media which we intend to draw on as we recruit and market the school. (See attachment for an example of our media coverage.)

### **B. Specifically, what type of outreach will be made to potential students and their families?**

The above outlined dissemination of information will attract interest from a diverse cross-section of our community.

When a family expresses interest in the school they will receive an outreach packet of information describing the philosophy and curriculum of the school, and appropriate admissions materials. There will continue to be monthly open meetings to incorporate and orient new families as well as build a connection with the broader community by sharing skills and fun (see attached fliers for examples). Orientation programs for prospective families will introduce them to the school's curriculum and structure. Once the school opens, visitors will be able to observe classroom activities at specified times. The school coordinator and/or public relations volunteer will devote time to meet with potential families and address questions about the program.

# TOWNS

Chesterfield — Cummington — Deerfield  
Goshen — Hatfield — Huntington — Plainfield  
Whately — Williamsburg — Worthington

# Hilltown charter school has fall '95 target

By RICK REIKEN  
Staff Writer

**WILLIAMSBURG** — The innate curiosity and creativity of children, as well as the insights of an Italian educator, will be the basis of the curriculum that founders of the Western Massachusetts Hilltown Charter School hope to develop.

The proposal for the charter school in Williamsburg was one of 15 to reach the final stage in the state selection process. Copies of the full proposal have been placed in Hilltown libraries and are available to the public. The state Education Reform Act allows education secretary Piedad F. Robertson to authorize the creation of up to 25 charter schools. The schools are designed to be "innovative, specialized small schools started by community members, educators and parents," said Ann Toda, spokeswoman for the state Office of Education.

The Hilltown school's five-member Executive Committee of the Founding Coalition has targeted September 1995 as the school's opening. Initially serving 35 children in kindergarten through fourth grade, the school will be open to children living in the Hilltown communities of Chesterfield, Cummington, Goshen, Plainfield, Westhampton, Williamsburg, and Worthington. The committee comprises two teachers and three parents.

Sarah Elston, an executive committee member, said the new school will draw inspiration from the Reggio Emilia School, founded 25 years ago in Reggio Emilia, Italy, by professor Loris Malaguzzi.

Crucial to the philosophy of Malaguzzi, who is considered a seminal thinker in early child-

hood education, is the belief that all children have great potential and deserve respect.

"The most important thing is a school that really believes in the potential of the child and sets up a structure that allows for that potential to be expressed," said Elston. "I'm excited about creating a school where that principle is the foundation."

However, the Reggio Emilia schools are for toddlers and preschool children 4 months to 6 years in age, and do not incorporate a core curriculum in fundamentals such as reading, writing, and mathematics. Founders of the Hilltown charter school intend to take what principles they find useful from the Reggio Emilia approach, then chart their own course.

The result could be unique, said Penny Schultz, a music teacher in the Chesterfield/Goshen Regional School District and a member of the charter school's executive committee. In applying the Reggio Emilia approach to grades K-4, the Williamsburg charter school may be breaking new ground, she said.

According to Schultz, the new school will combine team teaching and mixed-age classrooms, and will rely on heavy parental involvement.

"A lot of the curriculum material will come from the kids and their families," Schultz said. "What's going on in their lives will dictate what we explore and claim." Education is about claiming all of the experiences that we are flooded with and making them our own."

This approach to developing a curriculum is consistent with Malaguzzi's principle of allowing a curriculum to evolve in response to children."

## Timeline needed to comply with state

By RICK REIKEN  
Staff Writer

**WILLIAMSBURG** — Though the Western Massachusetts Hilltown Charter School received the initial go-ahead Friday from state secretary of education Piedad F. Robertson, there is still plenty of work to be done if the school is to open its doors by its targeted date of September 1995.

According to co-founder Dr. William Cutler, of Haydenville, the five-person Executive Committee of the Founding Coalition will be meeting this week to discuss their timeline for achieving steps necessary to comply with the state's guidelines for charter schools.

The committee's tasks will include establishing a nonprofit organization and electing a board of trustees, he said.

At this week's meeting the executive committee will also be setting a date for a "charter

school community" meeting, which will be open to the public.

"The charter school community meeting will be the first in a long series of meetings that will be part of the founding process and continue on into the running of the school," Cutler said.

At the charter school community meeting, subcommittees will be created for five key tasks, Cutler said. These tasks include locating a school building, preparing the school's budget, fund-raising, staff recruitment/hiring, and family/community outreach.

According to Cutler, there are no prospective school sites at this time. But Cutler said he doesn't think finding a school site will be difficult, as there are several vacant business spaces in the area. "We're planning to rent at this point," he said. "We would consider buying if we found the perfect place and the means, but the assumption is that we will lease a school

building."

Cutler also said the executive committee plans to initiate a rolling admissions procedure, so that families involved in the founding process of the school will be assured that their children can attend.

At this point budget development is in its preliminary stages, according to Cutler.

However, the state will provide funding for operating costs of charter schools on a per pupil basis. Gov. William F. Weld has asked for \$1.5 million for start-up funds — books and insurance, for example — for charter schools that prove a need. No funding is provided for school building costs.

Cutler also said that any parents or community members interested in becoming involved in the founding process can write to: Hilltown Charter School, P.O. Box 147, Haydenville, MA 01039.

and curiosly, rather than setting a rigid structure early on.

The school's curriculum is certain to include, however, a fully integrated arts program as a vehicle for exploring subject matter through self-expression, said Schultz, who lives in Haydenville.

As an example, Schultz described how students might go about studying the big bang theory of the universe's creation. "Time constraints placed on both teachers and students in public schools make an in-depth exploration of any topic impossible," said Elston.

Schultz said that she has had experience with both public and private schools as a teacher and putation to the study of a broader topic — such as dino-

and Space" developed by a Cambridge-based nonprofit organization called TERC.

Schultz said the executive committee is not yet certain where the school staff will come from. The charter school's funding members will not necessarily be hired to teach at the new school, she said.

"We are going to be contacting schools of education to see who is out there," she said. "We'll be networking to find teachers who have experience with this kind of approach."

Malaguzzi's theories were brought to the attention of the Hilltown charter school's executive committee by Elston and Lella Gandini, of Northampton, who is the American liaison for the Reggio Emilia program. Elston has worked with Gandini for the last year to learn about the Italian school's philosophy.

While both Schultz and Elston have stated that they do not intend for the new school to undercut or compete with local public schools, both cited a deep need for an alternative approach to education in the Hilltown area.

Competence in fundamental skills will be achieved through a combination of teaching techniques, including what Schultz calls a "themantic approach." This approach would apply specific skills such as reading and comprehension to the study of a broad topic — such as dinosaurs.

To supplement the curriculum, the executive committee will also explore progressive ways of teaching the fundamentals. They are considering, for example, a

"We are going to work on an alternative that hopefully may provide some opportunities to local public schools to rethink," Schultz said.

"The whole universe and how it works can be enacted in a curricular movement ranging from pantomime to dancing," she said. "We

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Springfield Union News 4/4/94

H9

# New school evolves for hilltowns

**Charter concept offers challenges and pitfalls**

By MARLA A. GOLDBERG

WILLIAMSBURG — How do you take a 40-page proposal for a progressive elementary school and whip it into reality? That is the task which some parents and educators from Hampshire County's hilltowns say is both exciting and daunting.

"We're knitting something right now... figuring out who are the decision-makers," said Penny Schultz last week, a member of the committee for creating a charter school for the hilltowns.

The group's plan for a 35-student alternative school based in Williamsburg gained preliminary approval a few weeks ago from the state Department of Education as one of 15 "charter" schools statewide. The details of the proposal need to be nailed down by September, when it faces the final hurdle in the state's application process. But if all goes as planned, the school will open its doors in the fall of 1995.

The school will be for children from the county's seven northern hilltowns. Chesterfield, Cummington, Goshen, Plainfield, Westhampton, Williamsburg and Wor-

thington. Lee MacKinnon of Haydenville,

chair of the group's executive committee, and Schultz, of Williamsburg, said the core group of about five people is figuring out how to proceed.

"We're a grass-roots organization. ... We have special needs and special concerns," Schultz said.

Their proposal calls for a "rural learning environment," drawing on the "Reggio Emilia" approach to education. Reggio Emilia is a town in northern Italy, where schools stress parental involvement, childhood well-being and self-esteem.

The hilltown charter school proposal calls for a mixed-grade program — with some days extended until 6 p.m. — stressing the arts. It mentions an integrated curriculum — meaning children might be taught history and science, for example, via a year-long project on trees.

Overall, MacKinnon, who has a master's degree in education, said the goal is to take the best ideas from the county's seven northern hilltowns. Chesterfield, Cummington, Goshen, Plainfield, Westhampton, Williamsburg and Wor-

thington. Lee MacKinnon of Haydenville,

CUMMINGTON — Plans to start an alternative elementary school in Williamsburg are on schedule, a group of interested parents were told yesterday. Bill Cutler of Williamsburg told a meeting of The Hilltown Charter School Collaborative that, by the end of the month, he will file papers in Boston incorporating the group as a non-profit organization.

"This will be a significant step forward toward meeting our Sept. 1 deadline," Cutler told about 25 residents of the hilltowns who turned up for the meeting. The group's proposal to start a 35-pupil alternative elementary

**Parents seek to create alternative on charter school**

Continued from Page 9

training may not be the key to teaching at their proposed school. "There are people very talented in working with children who are not certified officially," Schultz said, and the two said they will be more likely to pick teachers based on qualities such as creativity and ability to work well with children.

"Charter" schools, being individually.

proved by the state to increase options in public education, will be funded by taxpayers, just like regular public schools, but it is now unclear whether the state also will help fund the start-up costs.

As a result, the hilltown charter school group may have to find the money to organize its school. "That's all coming out of our pockets right now," said MacKinnon.

MacKinnon said she expects to form a separate fund-raising committee soon to look into possible sources of money, including some major foundations.

# Hilltowns school plan on schedule

By NANCY PALMER

**Parents seek to create alternative on charter school**

put together in January and presented to the state DOE, which approved it on the condition that group be incorporated as a non-profit organization and that submit plans for a site for transportation for special needs children by Sept. 1.

Cutler said there is a need to an alternative school in the area because key issues are not being addressed within the existing school structure.

"There is not enough emphasis on stimulating the natural creativity of children in the classroom," he said. "Teachers will have a lot of power to pursue creative impulses in the classroom." An alternative system like the one we are proposing



Nancy Palmer photo

**SCHOOL PLANS** — Lee McKinnon, left, and Penny Schultz, both of Williamsburg, review their committee's 40-page proposal to create a charter elementary school for seven northern hilltowns. The proposal for a 35-pupil alternative school has received preliminary approval at the state Department of Education.

As a result, the hilltown charter school group may have to find the money to organize its school. "That's all coming out of our pockets right now," said MacKinnon.

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Continued on Page 10

group believes that standard

Lee MacKinnon of Haydenville,

THURSDAY, MAY 12, 1994

# School seeks help

**September '95 opening is goal**

By RICK REIKEN  
Staff Writer

**WILLIAMSBURG** — Community involvement and about \$10,000 in start-up money is necessary if the Western Massachusetts Hilltown Charter School is to achieve its goal of opening by September 1995, founders say.

Seeking volunteers for a coordinating council and eight subcommittees, the founders held their first community meeting Sunday at the Grange Hall. It was attended by about 65 people.

The nine-or 10-member coordinating council, which will meet May 19, will serve as the decision-making body until a board of trustees can be established, according to Lee MacKinnon, a member of the founding coalition's executive committee.

Anyone who wants to attend the council's meeting is asked to call MacKinnon at 268-3384.

The subcommittees will work on tasks ranging from fund raising to designing admissions policies.

The founders also are seeking private donations. They expect to receive some state money, but will require an additional \$10,000 for administrative costs, various inspection costs and staff hiring, according to executive committee member Victoria Yoshen.

The state Education Reform Act of 1993 allows education secretary Piedad F. Robertson to authorize the creation of up to 25 charter schools. These are to be innovative, specialized, small state-funded schools, started by community members, educators and parents.

The proposal for the Hilltown charter school was one of 15 — and the only one in western Massachusetts — to reach the final stage of the state selection process.

Steps necessary to receive a state charter include establishing the school as a non-profit organization, electing a board of trustees, and preparing a budget by Sept. 1.

Initially serving 37 children in kindergarten through Grade 4, the school eventually is expected to have 60 pupils, founders say.

While the founders' intention was to create a regional charter school for the Hilltowns, state law requires that admissions preference be given to children in the town where the school is located.

This would mean that all Williamsburg applicants would have to be accepted before spots could be filled by students from other towns.

# Williamsburg, charter school panels meet *Gazette*

By RICK REIKEN  
Staff Writer

**WILLIAMSBURG** — In hopes of quelling some of the tension that has arisen between the local elementary schools and the Western Massachusetts Hilltown Charter School, representatives from the charter school met with the School Committee Monday.

"We wanted to formally acknowledge each other as a group," said Victoria Yoshen, one of the five co-founders of the charter school.

Yoshen and co-founder Penny Schultz appeared before the School Committee to share some of their organization's present plans, concerns, and obstacles. In hopes of establishing a "better dialogue with teachers and School Committee," said Yoshen.

Tension has resulted primarily because the local elementary school could lose state aid money for education if Williamsburg

students elect to attend the charter school when it opens in fall 1995. State aid is figured on a per pupil basis, and funds follow the student.

And now the charter school may have financial worries of its own, as Gov. William Weld's \$1.5 million bill for start-up funds for charter schools was recently killed in the Legislature, Yoshen said. The Hilltown charter school must now raise between \$15,000 and \$30,000 in start-up funds to prepare for its first year, she said.

Schultz reported that the charter school is now looking at a space in the Brassworks Shops on Route 9 in Haydenville as a possible site. According to Schultz, the 4,000-square-foot space that was formerly Annie's Attic clothing store is under serious consideration. Brassworks Shops owner Herbert Bernstein has been contacted, and the charter school is working with

George Fleischner asked Yoshen to consider how integrating the charter school within the local school might benefit the local school. "If there is some way it can benefit the (elementary) school, I'm willing to listen," Fleischner said.

While Yoshen did not have a specific answer for Fleischner, she pointed out the possibility that a high percentage of children admitted to the charter

school would be from Williamsburg, as state law now requires that preference be given to children in the town where the charter school is located.

"If we have so many applicants that all students come from Williamsburg, maybe we should become a school within a school," she said. Yoshen said that her group is

working to change legislation requiring admission preference to Williamsburg applicants, as the charter school was designed to serve the entire Hilltown region. "That legislation was written for urban areas," she said.

Sally Gulml expressed appreciation to Schultz and Yoshen.

Sunday, September 18, 1994  
at the Goshen Town Hall  
(center of Goshen on Rt 9) is the fourth

## **HILLCITY COOPERATIVE CHARTER SCHOOL INFORMATIONAL MEETING**

3:30      Gather

4-5:30    Meet (childcare available)

5:30      Potluck supper (byo table service)

After supper -- family soccer game

Questions? call Phoebe at 634-5792

Hilltown Cooperative  
Charter School  
PO Box 147  
Haydenville, MA 01039

SUNDAY, JUNE 19th, 1994 ("FATHER'S Day")

At the CUMMINGTON COMMUNITY HOUSE  
(center of Cummington, just off Route 9) is the SECOND

## HILLTOWN CHARTER SCHOOL INFORMATIONAL MEETING

- 4:00-4:30            GATHERING and chatting  
(4:15 - 5:30        childcare provided)
- 4:30 - 5:30        Info and question sharing,  
                          committee reports
- 5:30                POTLUCK SUPPER  
(bring one dish of enough servings to feed  
the people you bring with you)
- After Dinner      FAMILY MUSIC MAKING,  
                          Led By Penny Schultz  
(Bring drums, or any other instruments)

We suggest that participants read the HCS proposal which is available at your local library or you can order a copy made (\$3) through Paradise Copies in Northampton or Lithia Printing in Goshen.

QUESTIONS? Call Lee 268-3384 or Phoebe 634-5792

Hilltown Charter School  
P O Box 147  
Haydenville, MA 01039

**Sunday July 31**

**2-5 PM**

**is the 3rd public gathering to  
share information about the  
start-up of the**

**Hilltown Charter  
School**

**Family swim and Potluck at the  
D.A.R. State Forest, Rt. 112,  
Goshen. Phone 268-3384**

**Questions? Call  
Phoebe Bushway 634-5792**

SUNDAY, MAY 8th, 1994 ("Mother's Day")

At the GRANGE in WILLIAMSBURG, MA  
(which is next to the General Store on Route 9) is the first

## HILLTOWN CHARTER SCHOOL INFORMATIONAL MEETING

- 3:00 - 4:00      GATHERING and chatting  
(3:45 - 5:15      childcare provided)
- 4:00 - 5:00      PRESENTATION by the Coordinating Council.  
Progress report and next steps.
- 5:00 - 6:00      POTLUCK SUPPER  
(bring one dish of enough servings to feed  
the people you bring with you)

- 
- 6:30 - 7:30      BENEFIT CONTRA DANCE  
                        \$4-\$8 per family  
                        Music by Doublestop  
                        Penny Schultz caller
- 

We suggest that participants read the HCS proposal which is available at your local library or you can order a copy made through Paradise Copies in Northampton (\$3).

QUESTIONS? Call Victoria 628-4517 or Lee 268-3384

Hilltown Charter School  
P O Box 147  
Haydenville, MA 01039

## Section 5B Attachment:

**HILLTOWN COOPERATIVE CHARTER SCHOOL  
SUBCOMMITTEE LISTS & CONTACT PEOPLE****CURRICULUM COMMITTEE**

contact: Ron Baer 527-1131

**BUDGET /ADMINISTRATION COMMITTEE**

contact: Victoria Yoshen 529-2120

**SITE/BUILDING COMMITTEE**

contact: Sadie Stull 634-5013

**INCORPORATION & ADMISSIONS COMMITTEES**

contact: Bill Cutler 268-3384

**FUNDRAISING COMMITTEE**

contact: Susannah Brown 238-5990

**HUMAN RESOURCES COMMITTEE**

contact: Phoebe Bushway 634-5792

**OUTREACH COMMITTEE**

contact: Lee MacKinnon 268-3384

**PLEASE CALL THE CONTACT PERSON IF YOU WANT TO GET INVOLVED****WE NEED YOUR HELP!!!****UPCOMING GENERAL MEETINGS:****SUN. OCT. 16TH WORTHINGTON TOWN HALL gather at 3:30, meeting 4:00****SUN. NOV. 20TH & SUN. DEC. 18TH place TBA**

9.18.94

## 6) Admissions Policy

### A. Describe the admission methods and standards you will use to select students.

The Hilltown Cooperative Charter School shall be open to all students, on a space available basis, and shall not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language, or academic achievement.

Acceptance priorities are:

- siblings of children currently enrolled.

Admission to the school for September, 1995 will be initiated in the fall of 1994 in order to solidify a group of families as quickly as possible to continue the work of developing the school. Should the number of applicants exceed the school's enrollment capacity, an admissions lottery will be instituted in order to ensure equal access for all families.

The school's outreach and admissions materials will make clear the school's focus of involving families in the educational process through school meetings, home visits, and the encouragement of membership in the non-profit corporation by virtue of fulfillment of the prescribed work requirement. A family that expresses an inability to fulfill the expected work requirement shall not be discriminated against. For those families, the school shall recruit community members willing to act as proxies to fulfill the work requirement which would have been expected of that family.

### B. Explain how these policies further the mission of the school in a non-discriminatory fashion.

Involvement of families and the community as a whole is critical to our approach to education and central to our concept of a community school. As described above, each family choosing the school, and many members of the community, will be asked to commit to regular involvement of some type. This will take a variety of forms, including but not limited to: help in the classroom; periodic clean-up/workdays on-site; administrative or classroom support duties which can be performed at home; fundraising; outreach to the larger community; or other tasks deemed appropriate by the Management Team or the Board of Trustees.

Flexibility and creative opportunities for parent involvement will allow the school to incorporate a variety of families in a non-discriminatory fashion. We understand the stresses of raising children in today's society that limit the availability of parents. Opportunities for involvement will be made as varied as possible, so that families may structure their involvement to fit their own particular interests and schedules. There shall be no discrimination against families who are nevertheless unable to meet this work expectation because the responsibility shall lie with the school, not with the family, to find a proxy to perform the work.

We believe that successful public education of our children requires the active support of the community. A school that is unable to elicit that support is failing in an essential aspect of its mission. For this reason we have adopted the aforementioned policy of limiting future admissions if family and community support fails to meet expected levels. This policy will

Hilltown Charter School Application, Sept. 1994

ensure continuation of the high level of community commitment which has fueled the founding process to date.

## 7) Profile of Founding Coalition

### A. Describe the make-up of the group or partnership that is working to apply for a charter.

We are a group of parents, educators, artists, and concerned community members who have united specifically for the purpose of founding a charter school. As such, we are a broad-based coalition with extensive ties in our local communities.

Following is a list of current members of the founding coalition. Selected resumes are attached.

#### Board of Trustees:

Laurie Bell, M.Ed.	184 County Road, Southampton, MA 01073	(413) 535-4263
Susannah Brown, M.S.	West Street, Worthington, MA 01098	(413) 238-5990
Phoebe Bushway, R.N.,M.S.	West Street, Plainfield, MA 01070	(413) 634-5792
William Cutler, M.D.	3 Edwards Street, Haydenville, MA 01039	(413) 268-3384
Penelope Johnson, Ph.D.	5 Hatfield Street, Haydenville, MA 01039	(413) 268-9310
Robin Jurs, M.Ed.	2 Cole Road, Haydenville, MA 01039	(413) 268-0211
Lee MacKinnon, M.Ed.	3 Edwards Street, Haydenville, MA 01039	(413) 268-3384
Sarah Stull	63 Hawley, Plainfield, MA 01070	(413) 634-5013
Paul Tucker	30 Briar Hill Road, Williamsburg, MA 01096	(413) 268-0232
Phyllis Woolf, M.Ed.	55 Crescent Street, Northampton, MA 01060	(413) 586-0443

#### 5 Vacancies

#### Coalition Members:

See attached schedule.

### B. Discuss how the group came together, as well as any affiliation with existing schools, educational programs, businesses, non-profits, or any other entities or groups.

As members of a rural community, many members of our initial group have been informally affiliated for many years. Many of these affiliations have been based upon our common goal of providing enriching experiences for children.

Since 1989, Penny Schultz, music teacher for the Chesterfield/Goshen school district, has been teaching music and movement classes for preschool and school-age children in the hilltowns. These classes have served not only the children, they have given the families involved an opportunity to meet and communicate about arts and education.

Two members of the Coordinating Council, Penny Schultz and Victoria Yoshen, were founding members of the Earthdance Creative Living Project (ECLP) in Plainfield, MA. ECLP has provided a cultural focus for hilltown families since 1987. Among the activities sponsored there has been a monthly family choral group which has allowed many families to come together on a regular basis. These monthly gatherings have allowed families from different rural towns to discuss educational experiences in their various school districts, fostering for many the dream of a school alternative.

Sarah Elston, an area artist and educator, first introduced the group to the concepts of the Reggio Emilia approach to education. While Sarah is no longer a member of the founding

## Section 7A Attachment:

Hilltown Cooperative Charter School  
Founding Coalition Members September 1994

Leslie Elliot	Worthington
Meg Breymann	Worthington
Douglas Schnare	Worthington
Susannah Brown	Worthington
Liese Schaff	Worthington
Marian Welch	Worthington
Susan Morrison	Williamsburg
Robert Yochim	Williamsburg
Mark Leue	Williamsburg
Beth Brown	Williamsburg
Paul Tucker	Williamsburg
Lisa Tucker	Williamsburg
Cheska Austin	Williamsburg
Martha Sternick	Williamsburg
Jennifer Miller-Antill	Williamsburg
Helene Leue	Ashfield
Lorraine Bruland	Williamsburg
Andy Vengrove	Westhampton
Ron Baer	Westhampton
Victoria Yoshen	Westhampton
Sadie Stull	Plainfield
Phoebe Bushway	Plainfield
Emma Morgan	Northampton
Harley Isgur	Northampton
Richard Murphy	Northampton
Laurie Bell	Southampton
Bill Farkas	Southampton
Sarah Ellston	Williamsburg
Milton Hanzel	Florence
Susie Secco	Montague
Marilyn Antonucci	Huntington
Mary Ramsay	Haydenville
Lee McKinnon	Haydenville
Bill Cutler	Haydenville
Laurie Pravitz	Haydenville
Seymour Rosen	Haydenville
Penny Schultz	Haydenville
Liz Austin	Granby
Alicia Dest	Goshen
Su Eaton	Florence
Alma Owen	Cummington
Greg Newman	Worthington
Thomas Murray	Westhampton
Ron Woodland	Worthington

coalition, her promotion of the Reggio Emilia approach has attracted many of the current members of the founding coalition.

In January, 1994, Lee MacKinnon, a concerned parent and community member with professional experience in early childhood education, convened the first in a series of meetings of what was to become the executive committee of the founding coalition. One week later, an outline of our Charter School proposal was presented at an open community meeting. The expression of support was overwhelming, as many talented community members offered their expertise for the project and joined the founding coalition.

Following approval of our charter application in March, 1994, the executive committee began a process of outreach to involve interested community members in the founding process. In May, 1994, more than 60 people attended an informational meeting about the school, and approximately 30 people signed up to work on subcommittees. These people, and others who have joined in the process since then, comprise the above founding coalition.

### **C. Include any plans for further recruitment of founders or organizers of the school.**

We are currently involved in communications with Lella Gandini, the official liaison in the United States for the Administration of Early Childhood Education of the Municipality of Reggio Emilia. She has expressed enthusiasm for our proposal. We hope to involve her as the school develops. Roles under consideration include member of the Board of Trustees, teacher trainer, or educational consultant.

Our Board of Trustees recruitment process is ongoing. We are actively pursuing communications with people from many area institutions involved with education, including the University of Massachusetts, Smith College, other area colleges, the Audubon Society, and area public school systems. We are researching the possibility of recruiting a corporate sponsor who is interested in our goal of stimulating the creative powers of children during the educational process. We will also continue to recruit from our most essential base of support, the many members of our community who feel compelled to create a better educational environment for our children by publicizing our goals and our need of additional board members.

## 8) Timetable

### A. Discuss a timetable of events leading to the opening of a charter school.

**Sept., 1994:** Fundraising committee to initiate applications for foundation grants for start-up funds and teacher training. Admissions committee to assemble admissions packet and application form. Curriculum committee to finalize teacher and administrator job descriptions in preparation for hiring process. Continue outreach and recruitment of Board members.

Monthly general school meeting Sept. 18, Goshen Town Hall.

**October, 1994:** Monthly general school meeting on October 16th.

**November, 1994:** Anticipated final approval of Charter by Secretary of Education. Intensive outreach and distribution of admissions materials. Recruitment of teachers and administrator. Continue fundraising, outreach and Board recruitment. Monthly general school meeting on November 20th.

**December, 1994:** Revised school budget submitted to Board (12/1/94). Monthly general school meeting on December 18th.

**Jan. - April, 1995:** Begin hiring process of faculty and coordinator for September, 1995. A coordinator is hired. Teacher training. Ongoing fundraising. Renew recruitment and outreach efforts if school is under-enrolled. Monthly school community meetings to address classroom design, curriculum, resource recruitment. Initiate space renovations. Transportation requirements assessed. Establishment of liaison committee to facilitate interactions with local and district schools. Revised school budget submitted to Board (3/1/95). State deadline for application for admission in September 1995 (April 15th).

**May - July, 1995:** Revised budget for 95-96 school year submitted to Board (6/1/95); renovation of classroom space if needed; final determination of school hours and curriculum outline; ongoing fundraising; annual election of Board of Trustees (second Tuesday in May); continued monthly meetings of school community; purchase classroom materials; final transportation needs arranged.

**August, 1995:** Final set-up of classroom space; teachers make home visits to incoming students; monthly meeting of school community; orientation program.

**Sept., 1995:** School opens.

### B. No longer applicable.

## 9) Evidence of Support

### **A. Try to convey as clearly as possible the scope of community backing for the proposed charter school.**

The broad scope of community support for our charter school is most clearly demonstrated by the breadth and diversity of the founding coalition as described above. In addition to the founding coalition members who are actively working on the project, we have received encouragement and expressions of support from many corners of our community.

We have had several interactions with local area school committees with regard to issues such as admissions, site location, and transportation. Despite the obvious competitive nature of the charter school funding process, we have had generally supportive interactions with these bodies. We have been publicly praised by one local school committee representative for instilling a healthy competitive process into the effort to improve local public schools. The local Hampshire Regional School District superintendent and assistant superintendent have repeatedly expressed and encouraged support for our project at local school committee meetings. We also received the cooperation of local area school principles in distributing a survey to local parents to assess parent interest in our school.

We have received positive feedback in initial contacts with faculty members of several area colleges and universities. We are currently exploring the possibility of formalizing a relationship with one of their departments of education.

For further demonstration of support, please see letters of support below, and attached resumes.

### **B. In tangible terms, such as a survey or letters of support, demonstrate this community support among teachers, parents, students, community leaders, or others.**

See letters of support in Appendix B.

A recent survey of parents of 1993-94 kindergarteners, first graders and second graders in eight of the area hilltowns demonstrated that 25% of respondents would currently consider switching their children to this charter school. Some of these families live as far as twenty miles from the proposed school location. Sixty-five percent of respondents stated they would be more interested if parental involvement were required.

## PART II

### 10) Educational Program

#### A. In detail, describe the educational program of the school.

We believe that children learn best through direct experience with materials. Therefore, the classes will have a rich supply of materials available for free use, individual exploration and problem solving. Children will be encouraged to take initiative for part of their own learning, make choices and follow through on work that is started. Teachers will respond to and expand upon the interests of the children, including both academic and artistic areas of investigation. Recognizing that children grow and learn at different rates, we have mixed grade levels in one class. This allows children to learn from each other; and teachers to work individually with children as well as in small groups according to specific needs. Comparison and competition will be minimal because of the individualized nature of the program and the great variety of materials that will be used.

A central subject will be used as a point of departure for an integrated curriculum, allowing us to explore subjects in depth as well as maintain a point of reference for families to orient to activities in a classroom. Students will develop skills in art, math, science, reading, writing, problem solving and critical thinking as they work with these themes. Through teaching problem solving and critical thinking strategies that can be applied in all disciplines, problem solving becomes a thread that weaves all subject areas together. It creates a standard for questioning and seeking answers whenever a new topic is approached.

Time will be set aside each day for a class meeting so that children as well as teachers have opportunities to raise issues that are important to them. From these meetings a sense of community will develop with each person's valuable role experienced daily. This is a time for children to share aspects of their work, through which they learn to listen and constructively criticize.

The Central Subject as an integrative curriculum theme can work as the following example illustrates.

Using TREES as a Central Subject, all aspects of trees can be examined throughout the year, from seeds, to saplings, to forests. Each child can choose a tree in the neighborhood and at home to observe. Students will keep a scientific journal to record their observations and drawings of their tree's cycle throughout the year. We will take field trips to study various tree habitats and types. Students will read literature with tree themes from many cultures. In addition, environmental issues will be discussed, including conflicting cultural views about tree-cutting. Art can be integrated by paper-making, wood-block design and basketry. Children may design and build a tree-house, starting from models using branches and toothpicks. Children who are able will rely on measuring and calculations to keep their elements to scale. They also need to think through various design issues such as access and structural balance.

Students will research ways in which trees have been used historically in the area. Local industries relying on tree products such as apple orchards, maple sugar farms, lumber mills, tree farms, will be visited. Students will conduct hands-on projects such as tapping maple trees and

boiling sap to create maple syrup. Each season the children will create a celebration in song and dance revolving around the cycle of trees and drawing on the many cultural traditions that relate.

The children's work will culminate in a local exhibit/performance.  
Following are more specifics by skill area.

## MATH

The math curriculum will emphasize the use of concrete materials through which children will develop basic mathematical concepts. The materials will be carefully chosen to lead to an understanding of various mathematical operations. At first children will experiment freely. When they show readiness, they will be led to more precise and complicated operations, with children making their own discoveries.

The following is material covered in K-2nd grade and with which children should be familiar by the time they enter third grade. (See Appendix C.)

The 3rd & 4th grade math curriculum will be based on TERC's curriculum "Investigations in Number, Data, and Space", a description of which is in Appendix C.

## LANGUAGE ARTS

Central to our language program is the individual child's own experience, language and thought. We will encourage the expression of feelings, ideas, and opinions and work towards an understanding of the value of various forms of communication. This Whole Language approach uses discussion, story writing (both in groups and by individuals), child-created plays, reading aloud, choral reading, and singing. In each classroom there will be bookshelves which contain magazines and child-written stories and poems, as well as reference books and fiction written for children. The children will also choose books freely from the local library. As the children develop confidence in their own writing, they are introduced to the ideas of "standard" spelling and editing and are helped to "publish" their work by older children.

In Kindergarten the year will begin by reading a variety of books aloud. These books are used to stimulate conversations about issues that are important to the children. Conversations provide a way for children to verbalize their thoughts as well as to become aware of others' thoughts. Throughout the kindergarten year, we will emphasize such skills as vocabulary building, recognizing language flow and rhythms, defining words in context, and listening. Creating both group and individual stories, poems, and making books will be used as a natural bridge to the child's reading and writing. Children will learn to recognize words in their own writings. Components of the language that will be stressed are sequencing the story, left-right orientation, dictating in complete sentences and differentiating between fact and fiction. In addition, as a child becomes ready, s/he begins working on letter formation, letter names and sounds, consonant/vowel/consonant (C-V-C) words and sight words.

In grades one and two, the language program is tailored to follow the work done in the Kindergarten year. In addition to the activities outlined above, skills work with individual children or small groups of students will take place. Skill progression in reading and writing includes: letter formation, consonant and short vowel sound recognition and use, blending of consonant-vowel-consonant words (such as "cat", "sit"), common sight words, digraphs and blends, silent 'e', compound words, diphthongs and vowel combinations, vowel consonant combinations (such as or, ir, er, ur, aw, ow), doubling rule, adding endings, word families (such as -igh,-ough), simple punctuation, capitalization.

For the 3rd & 4th grade, students record in their own journals each day and complete at least one major writing assignment weekly (story, poem, essay or report). The writing assignment is a process consisting of six important phases.

- (1) Pre-writing involves discussion of goals and definition of writing form (i.e. fiction or non-fiction, poem or report). Possibilities for topics are shared. Guidelines are given and questions asked.
- (2) The preparation phase involves a trip to the library, re-reading a story, or perhaps "free-writing" to get imaginations going.
- (3) Next, children write a rough draft, organizing their ideas, sequencing them appropriately, and selecting the best words to express their ideas. We don't worry about spelling or punctuation at this stage because they might interfere with the flow of ideas.
- (4) During the editing and revising phase, students read their writing in pairs or small groups for feedback on content, organization, sequence and language. An editing checklist made for this particular assignment by a teacher or a student is used. Some questions might include: "Does your beginning sentence tell what the paragraph will be about?" "Does your story have a beginning, a middle and an end?" Students then go over the edited manuscript with a teacher, showing what changes are planned. Revisions are made, using a thesaurus and suggestions made in the group.
- (5) Proofreading is first done by the student writer, then by one other student, who, using a checklist, corrects grammar, punctuation, and spelling. A final proofreading is done by the teacher.
- (6) The finished copy is made in cursive writing, and perhaps illustrated, covered, or bound. Finished work is shared for feedback and affirmation.

## SCIENCES

The exploration of our natural environment through hands-on investigation is a major theme for our rural school. We envision our classroom as incorporating the outdoor environment as well as the agriculturally based home environment. We tap the child's natural curiosity as the essential ingredient to scientific inquiry. Children are encouraged to make careful observations and record them through drawing, graphs, models or writing. We will draw on the environmental and scientific resources of our locale including the Amherst College Planetarium, Hitchcock Center for the Environment, Audubon Society / Arcadia Wildlife Sanctuary, Smith College Greenhouse, U.S. Department of Fisheries and Wildlife, local Historical Society's museums, Springfield Museum of Natural History, Historic Deerfield Museum whenever possible.

The science curriculum will be closely integrated with the central subject.

## PHYSICAL EDUCATION

A very important part of physical education is for each child to feel successful, to be able to enjoy moving in different ways and to appreciate his/her body. Physical education is therefore diverse

and non-competitive with an emphasis on play as a means to physical fitness as well as flexibility, strength, coordination and balance.

Physical Education will be integrated into the school curriculum through nature hikes, creative movement, winter sports, cooperative games, and international folk and contra dances. Local community team games are available for T-Ball, Soccer, Baseball and Volleyball and are coached in a way to encourage participation and skill-building.

### **ART THROUGH-OUT THE SCHOOL**

The visual arts are a natural mode of self-expression for children. In the classrooms there is a variety of art materials near at hand all of the time. Children are encouraged to explore their ideas and feelings, to discover their own imagery, and to model their world. Concrete art experiences provide children with confidence in the use of their hands as well as the immediate enjoyment of materials per se. Small muscle control and directional sense (pre-reading skills) are developed in activities such as embroidery, weaving, bookbinding, and building.

Art is often integrated with other curriculum areas such as drama (making masks or puppets for a play), math (exploring pattern through weaving, bead work, tessellation), and social studies (building dioramas or life sized models related to the study of a culture). Crafts also encourage children to share skills such as finger crocheting, color mixing, or construction. Much observation, drawing, and painting is done all year. Children illustrate their reports and stories. Respect for materials is learned through guided experiences. There are plentiful recycled materials so that children can work freely.

### **DRAMATIC PLAY/DRAMA**

Children have a natural ability for improvisation and free expression in play. We encourage the children to engage in dramatic play and to use their imagination. We see this as a wonderful tool to develop cooperation, flexibility, friendships, and expressive language.

Drama develops naturally from the social studies unit. For example, a small group might pantomime a myth to the rest of the class. The whole class might perform an opera based on story from the culture being studied with music and text composed by the children, or become involved in making and designing costumes with the teachers. Hand puppets are also made and used for play making. A class may have weekly sessions in which children perform two or three-person plays for each other. They work on listening to each other, taking turns, following and leading, and being a receptive audience. In improvisations, children learn about cooperative group work, compromise, and respect for the ideas of others.

Whatever the context, drama centers on the children's natural ability for improvisation and free expression. Drama helps them develop social confidence and the feelings of empowerment that actualize the creative instinct.

### **SOCIAL STUDIES**

Social studies will be integrated through many aspects of the school day. The curriculum is a dynamic one which will change yearly as each class selects a new central subject to be the focus. The projects may arise from interest that grows from class discussion or from ethnic backgrounds of students in the class.

The aspect of Social Studies which is a constant is the focus on people - their interaction with their environment, history and each other. Our studies may include history, geography, current life, peoples, animals, environment, culture-arts, folk tales, games, language, food, holidays, music and song. The academic skills utilized vary for individual children depending on their developmental stage. They include reading for information, listening skills, drawing conclusions, using a variety of primary and secondary resources, map study, organizing information in written, oral, or artistic reports. Children study cause and effect in an historical context and learn to recognize their own social attitudes and prejudices.

All elementary age students will also receive an experiential introduction to American History and Civics. This may occur as part of the Central Subject, Language Arts or in Dramatic Play. Just as it is critical to be aware world citizens and local community members, the school will strive to develop students as active and contributing American citizens.

One of the basic goals of our multi-cultural curriculum is to help children develop social awareness, mutual respect and responsibility. Children will be encouraged to speak freely in our daily class meetings about events of social as well as personal significance. Teachers will help empower children to find concrete ways they can help solve the problems that they identify.

Every year will begin by focusing on the child and his/her family. Sharing aspects of the children's lives each fall helps transition each individual to a new environment and new friends. Many activities are used to build on children's self-esteem. For instance, each child can make a personalized banner that incorporates aspects of his/her life. Throughout the year, learning more about the various cultural backgrounds within the class is a major theme. We will explore these cultures through sharing songs, cooking, photographs, stories, classroom visitors and field trips.

## MUSIC

The music curriculum will be integrated into the whole curriculum. The focus of the music curriculum is every child feeling good about her or his ability to sing and create music. The rhythms, rhymes and purpose of songs, chants, game-songs, and dances from a wide variety of cultures are important tools for teaching an understanding and appreciation of diversity. Music can also "gather" community by sharing in sing-a-longs and contra dances.

## B. What is the basis for the teaching methods to be used?

The following are references to various methods we are aware are useful in working in a learning environment for the best fostering of "education". The thread that ties these disciplines together are the emergent curriculum bias, integrative arts, and structures for community involvement. They all assume the importance of building self-esteem, use of critical thinking , problem solving and encouragement of curiosity.

In the first years of life, humans develop a sense of self and modes of interacting with others; this is when external influences have the most profound and lasting effects on basic thinking and behavior and points to the need for excellent early childhood education (Montessori, 1967; Monographs on the Perry Pre-School Study, 1984).

Children and adults construct their own understanding of the world through direct experiences with it; creative thinking can best be encouraged in an environment in which "teachers" are not dispensers of information but rather models, resources and guides, helping children (and adult learners) to develop their own ideas and solutions (Constructivist Education: Dewey, 1902 & 1915; Piaget, 1965; DeVries and Kholberg, 1987; Duckworth, 1987; Fosnot, 1989; Edwards, Gandini, Forman & The Reggio Emilia Approach, 1993).

Children can be helped to learn to generate options and anticipate and understand consequences in interpersonal interactions (Spivak and Shurer, 1992).

Adults can effectively model, set up conditions for, and encourage children to work together for mutual benefit and toward a common goal (Cooperative Learning, Johnson and Johnson, 1991).

Positive self-concept and an environment that fosters cooperation and communication are essential for conflict resolution (Children's Creative Response to Conflict Program).

"Art promotes intellectual development, creativity, positive self-esteem, and problem-solving", (Schirrmacher, 1988).

"Picture-making and object-forming activities are increasingly understood to be the primary means with which preschool and primary school children prepare themselves to master the beliefs, values and behaviors that make them functional within their culture"(Baker, 1990).

Encouraging "the symbolic languages" of children (i.e. words, movement, drawing, painting, sculpture, shadow play, collage, and music) fosters intellectual and social development; "teachers need to keep their own artistic selves alive in order to help children develop theirs" (Edwards, Gandini, Forman & The Reggio Emilia Approach, 1993).

An appreciation for multiple intelligences reduces prejudice and builds self-esteem by valuing each person's unique learning styles (Gardner, 1993).

For real change to occur in teaching, supportive coaching must be given during the stage of beginning implementation (Joyce and Shower, 1982).

Recent brain research recommends antidotes to the negative effects of TV and modern lifestyles on language acquisition, critical thinking and behavior (Healy, 1990).

When people use a model of communication in which people own their own feelings, they increase their ability to respond with compassion to themselves and others (Nonviolent Communication, Rosenberg, 1983).

It is important that participants choose the content of their education rather than having "experts" develop curricula for them ; all real liberation and development must rise from the grassroots up. "Transformation is not something that one person can do for somebody else" (Friere, 1984).

Building self-esteem and conflict resolution in schools requires far more than a program of activities; it requires "collaborative teacher-student planning, cooperative learning, thematic units that emphasize personal and social meanings, student self-evaluation, multi-cultural content, activities that involve making, creating, and "doing", and the need to enhance adults' self-esteem, particularly teachers', since it is unlikely they can contribute to positive self-esteem in young people if their own is negative." (The Self-Esteem Controversy, Beane, 1991).

We are grateful to the Cambridge Friends School for assistance in assembling our educational program outline.

**C. Describe the school calendar and hours of operation of the school.**

Our plan is to have the school day run from 8:30 a.m. to 4:00 p.m. Monday through Thursday, with occasional evening sessions to accommodate special projects. This school will follow the local public school calendar in terms of beginning and ending the school year and the vacations (minus the early release days). (Following is a copy of the local area's school calendar.)

Fridays will be used by the teachers for parent conferences, teacher planning meetings, documentation, acquiring materials, networking with interested community members to create projects, etc. The parents are free to organize activities (including trips) that are not the responsibility of the school, but may dovetail nicely. There may be a need for an "extended day" program for working parents, and there is a commitment on the part of the administration to help organize this so the unusual schedule will not be a factor restricting attendance in the school.

Kindergarten level students will attend in the morning half of the day for the whole school calendar (no mid-year switches). It is expected that some parents will want a full-day option, which means their child would stay for the whole charter school day. The parents will be charged an "extended day" fee to offset the cost of this since the state reimburses for only half a tuition for 5-6 year olds.

The longer day plan came out of a concern that the students have enough un-broken time to develop their ideas and delve into their projects.

Section 10C Attachment:  
**Hampshire Regional School District**  
**Chesterfield-Goshen Regional School District**  
**Union 66 School District**  
**School Calendar for 1994-95**

<b>SEPTEMBER</b>				
M	Tu	W	Th	F
			F	2
L	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

*20 school days*  
F = faculty meetings  
2 = Classes begin for K-7  
L = Labor Day  
6 = classes begin for 8-12  
20 = staff development half day  
YTD = 20 days

<b>FEBRUARY</b>				
M	Tu	W	Th	F
			1	2
6	7	8	9	10
13	14	15	16	17
P	v	v	v	v
27	28			

*15 school days*  
P = President's Day  
v = vacation days  
YTD = 108 or 109 days

<b>OCTOBER</b>				
M	Tu	W	Th	F
3	4	5	6	7
C	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

*20 school days*  
C = Columbus Day  
26 = staff development half day  
YTD = 40 days

<b>MARCH</b>				
M	Tu	W	Th	F
			1	2
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

*23 school days*  
7 = staff development half day  
YTD = 131 or 132 days

<b>NOVEMBER</b>				
M	Tu	W	Th	F
	1	2	3	4
7	8	9	10	V
14	15	16	17	18
21	22	half	TG	v
28	29	30		

*19 school days*  
V = Veterans Day  
23 = half day  
24/25 = Thanksgiving break  
YTD = 59 days

<b>APRIL</b>				
M	Tu	W	Th	F
			5	6
3	4		7	
10	11	12	13	14
P	v	v	v	v
24	25	26	27	28

*15 school days*  
5 = staff development half day  
14 = v for HRHS only  
P = Patriot's Day  
v = vacation days  
YTD = 146 or 147 days

<b>DECEMBER</b>				
M	Tu	W	Th	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	21	21	22	v
v	v	v	v	v

*16 school days*  
8 = staff development half day  
Dec 23-Jan 1 = vacation  
YTD = 75 days

<b>MAY</b>				
M	Tu	W	Th	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
M	30	31		

*22 school days*  
12 = staff development half day  
M = Memorial Day  
YTD = 168 or 169 days

<b>JANUARY</b>				
M	Tu	W	Th	F
NY	3	4	5	6
9	10	11	12	13
MLK	17	18	19	20
23	24	25	26	27
30	31			

*19 or 20 school days*  
NY = New Year's Day observed  
MLK = Martin Luther King Day  
27 = teacher work day  
(no classes at Hampshire,  
Southampton or Westhampton)  
YTD = 93 or 94 days

<b>JUNE</b>				
M	Tu	W	Th	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
v	v	v	v	v

*11 or 12 school days*  
15 or 16 = 180 days  
22 or 23 = 185 days  
16-23 = makeup days  
as needed  
YTD = 180 days

NOTE:

Does not include two teacher work days to be scheduled in Chesterfield and Goshen, which will affect last day for students in those schools.

## 11) Student Performance

### A. Describe your proposed plan to assess student performance.

Students in the Charter Schools are required to meet the same performance standards, testing and portfolio requirements set by the board of education for students in other public schools. Students will be evaluated in an individualized manner that acknowledges the uniqueness of individual learning styles using the portfolio style evaluation process. For each of the curriculum objectives, teachers will determine criteria by which to evaluate students according to their own potential and effort, and review relevant student products on a quarterly basis.

Students will also develop methods of self-assessment. Working individually with teachers, they will set their own goals for achievement, based upon mutually determined criteria. The teacher and student will then periodically review these goals and the resulting portfolio material to measure progress.

For every age or grade level, teachers will determine criteria to measure levels of competency in each of the subject areas of the curriculum. These competency criteria will be the basis of semi-annual assessments to measure the grade-appropriateness of each student's performance.

### B. What remediation will be available for under performing students?

We believe that our developmental individualized approach to education will enhance the performance and achievement of many students who have difficulty in a standard classroom setting. Nevertheless, we recognize and anticipate the special challenge of students whose learning styles yield substandard performance.

For these students, the faculty will meet as a team to more fully define challenge areas and strengths of the individual student. When necessary, CORE evaluations will be arranged. This is the mechanism for consultation of learning specialists from the sending school to help teachers modify curriculum and initiate individualized approaches to accommodate the student's learning style and challenges.

### C. How will the development of skills be measured?

We will use teacher-developed criterion-referenced evaluation tools to assess skill development. For each subject area, teachers will establish objectives with specific criteria against which they will periodically measure and evaluate skill development. There will be a system of landmark skills in each curriculum subject area designed to alert teachers to students who are not developing age-appropriate skills.

The acquisition of new skills will be documented within the school community in a variety of ways. The curriculum is designed to encourage students to continually utilize their skills creatively in projects and performances. Written, photographic, video, and audio media will all be used to document these skills.

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In addition to the above methods, there will be periodic standardized testing (such as CTBS) to allow curriculum planners to assess school-wide student performance in various subject areas in comparison with achievement levels at other schools.

## 12) School Evaluation

### **A. What methods of self-assessment or evaluation will be used to ensure that the school is meeting its stated mission and objectives?**

Following a school based model of evaluation, criteria will be set by the Board of Trustees and the Management Team for each of the school objectives to periodically determine progress in meeting those objectives. An outside consultant will be retained annually to develop evaluation tools with the Management Team and review progress and achievement. On an annual basis, the Management Team will work together with the consultant to develop a specific action plan with expected outcomes for each of the school objectives.

### **B. How will the school establish regular dialogue with parents? With the community?**

Regular dialogue with parents is central to the school model we are proposing. Parents must understand day-to-day activities of the children as well as broader educational goals in order to feel invested in the school and eager to contribute to its mission. Specific plans for communicating with parents include:

- home visits - Teachers will visit the home of each child in their group at least once each year to establish open communication patterns with parents outside of the school environment;
- parent/child/teacher conferences - Conferences will be scheduled at least three times per year. The initial conference will include the child so that goals for the year can be set and ideas for projects discussed. At least one of the remaining conferences will be for parents and teachers alone to discuss any issues they may want to address. Parents will be encouraged to contact teachers and/or the administrator to set up additional meetings at any time. Teachers and administrators will be encouraged to share their phone numbers with parents so that parents may call them in the evenings when time for relaxed conversation is more likely;
- monthly all-school meetings - Each month the entire school (parents, teachers, children, administrator) will come together for an evening of information sharing, socializing, and performance. These meetings will include dinner and be scheduled from 5:30 to 7:30 to accommodate the hours of working parents;
- daily/weekly log of classroom activities - Teachers will log each day's highlights. This information will be posted on a parent bulletin board so that parents may read highlights of day-to-day activities. These logs will serve as an aid for teachers to keep records of the year's progress;
- shared documentation- Each parent will be able to review his or her child's portfolio of school activities at any time. Documentation of school projects will be shared at regular all-school meetings, held each month.

The school will strive to have a very visible role in the community and will be drawing on the talents and traditions of many community members. Some monthly all-school meetings will be open to the community so that projects and performances of the school can be shared. The coordinator will establish relationships with local media so that school information can be shared to the wider public. School projects that take place outside of the school building will be based on strong communication with the community. These will include activities focusing on the environment, agricultural pursuits, local history, and large scale artistic creations. Projects will be shared with the local community through exhibits in community buildings, performances in the gathering places of special populations such as elders and young children, and involvement of the school in community events such as agricultural fairs and town celebrations.

## 13) Human Resource Information

### A. How will teaching and administrative staff be selected? Describe the standards to be used in the hiring process, including teacher certification requirements or any other professional credentials. What is the targeted staff size?

The Board will be responsible for defining the hiring process and hiring the initial teaching team. The teachers should be trained in the Reggio Emilia approach or be willing to participate in training with a Reggio Emilia educational consultant. Teachers will have a strong background in the arts and/or sciences and experience in working with an integrated curriculum. Experience in team teaching and demonstration of integrated curriculum development will be higher prerequisites for teacher selection than certification, although certification will be preferred.

The coordinator will be selected on a basis of strong organizational skills, fund raising experience, marketing and outreach skills, experience in team management, skill level in paperwork and financials and previous work with Boards of Directors.

For start-up of the school in September, 1995, we will hire 2.5 FTE teachers, 1 Atelierista (studio teacher), and one full time coordinator.

### B. How will teachers and administrators be evaluated? How often?

A team approach to supervision reflects the co-teaching model inherent in our school. Teachers, the coordinator, and an educational consultant, preferably trained in the Reggio Emilia approach, will develop annual goals for teachers and develop standards and teaching behaviors which illustrate basic teacher competency.

At regular intervals during the year teachers observe one another, making detailed records of what the teacher under observation and the students are doing. Observations will include: student behavior and involvement in classroom activities; instrumental tasks (classroom management, organization, etc.); the teacher's seeming enjoyment of her/his work; the teacher's ability to communicate and follow student initiative; content of the lesson; and interactions between teacher and students.

After the observation the teachers share their notes with the observed teacher, reinforce positive behaviors, and discuss ways to best meet goals and objectives. In the non-threatening environment of peers, each teacher may be able to honestly view his/her strengths and weaknesses in striving to improve teaching.

Teachers and staff will submit summaries of the supervision goals they develop with their peers to the management team. (See school governance, question #14.) They will also collect and submit a portfolio in the same way that students do in order to develop a sense of the year's accomplishments.

Parents and students will submit annual written evaluations of individual teachers, the coordinator, and the school as a whole to the management team. These will be shared with teachers and staff and will become part of their personnel files.

Any concerns about a teacher's performance on the part of any member of the school community should first be shared with the teacher. If concerns are not allayed, any member of the school may bring the issue to the attention of the management team. The educational consultant will work with the management team to evaluate the situation and develop remedial actions if necessary. A dismissal policy will be developed by the Board of Trustees before the opening of the school in September, 1995.

**C. Describe any relevant employee information, including but not limited to salaries, contracts, hiring and dismissal, benefit packages, and staff development.**

Teacher salaries will be \$21,000 - \$25,000 per year, commensurate with experience and training. A fulltime coordinator will be paid \$25,000 per year. The Board of Trustees will draw up staff contracts to include: salaries and benefits, annual wage increases, leave policies, grievance procedures, protocol, and dismissal policy.

Staff development will be an on-going priority of the school. The rich educational resources of our larger community provide various training opportunities for educators. Initial contacts with educational professionals have demonstrated a high level of support and enthusiasm for our model. (See resumes in Attachments.)

## 14) School Governance

### A. Describe the internal form of management to be implemented at your school, including any plans to contract to an outside group to manage the school.

Based on the philosophy and the projected population of the school, administration will have two primary sources.

First, the Board will hire a coordinator. The focus of this person's tasks will be to ensure that the school maintains the appropriate records, including budgets and annual reports, follows Charter School guidelines, and has a physical plant that meets all state and local safety and health requirements at all times. The coordinator will also keep track of the meetings and reports of the school management team, the school community in its many facets (charter school network, local school district, as well as broad based community) and will interact with other educational administrators.

Secondly, there will be a school management team. This body will be comprised of teachers, the coordinator, and parent representatives. One member of the management team will act as liaison to the Board of Trustees. (See Section 7A.)

The management team will be responsible for the continuing development of the school's programs and curriculum while maintaining alignment with the school's philosophy. It will be responsible for supervision of staff, evaluation of the teachers and the school as a whole, and any other responsibilities that the coordinator or board may bring to that body. The term of the management team will be one academic year with re-election encouraged for consistency.

The management team will operate on a consensus basis. If consensus is blocked for 3 meetings, the issue will be decided by a 75% majority vote.

Some administrative duties, such as payroll, bookkeeping, and fundraising may be contracted outside the school.

### B. How will the board of trustees be chosen?

During the start-up phase of the school, there is a coordinating council which will assume the responsibilities of the Board of Trustees, until such time as an active Board is ready to assume its responsibilities. The Coordinating Council ("CC") was formed initially by the Executive Committee of the initial founding coalition. Additional members of the CC are recruited by consensus of the current members of the CC.

Initial members of the Board of Trustees are appointed by the CC, with subsequent endorsement by the membership of the non-profit corporation, as outlined in the corporation's by-laws.

Members of the Board will subsequently be elected to staggered two-year terms by the corporate membership, as outlined in the by-laws. Membership and voting privileges in the non-profit corporation are open to anyone who endorses the school's mission and objectives, and fulfills the ongoing work requirement as outlined in the by-laws.

### C. Describe the roles and responsibilities of the board

The Board of Trustees shall be responsible for the overall well-being of the school, including fiscal management, legal matters, fundraising, public relations, future planning, recruitment of material and human resources, organizational and personnel policies. All general

policy decisions shall be approved by the Board. The Board shall be responsible for compilation of an annual report demonstrating the school's fiscal integrity and an assessment of progress toward the school's objectives.

The Board will also act in an advisory capacity to the management team in its day to day operation of the school. If at some point, the Board has a concern regarding a decision or policy made by the management team, a joint meeting can be called to examine and discuss the concern. If there is no resolution through discussion, the Board or management team can request mediation from an outside party to assist the group to come to a mutually agreeable solution.

The Board in consultation with the teachers will determine the curriculum and budget.

**D. Describe the relationship of the board to teachers, administrators, students and families.**

See Section C above.

**E. Discuss the nature of parental and student involvement in decision-making matters.**

Parental involvement will be an essential factor in our school. Parents will be strongly encouraged to become members of the non-profit corporation by fulfilling a monthly work requirement. This will involve them in the work of Board subcommittees, school task groups, and the day-to-day operation of the school. This level of involvement will allow for parental input in decision-making processes. There will also be parent representatives on the major decision-making bodies of the school (the Management Team and the Board of Trustees).

The educational program of the school calls for daily school meetings. These will provide a forum for students to participate in decision-making processes in the classroom. Additionally, the child-centered approach to education will empower students to make decisions about their education throughout the course of the school day.

**F. Describe the nature and extent of community in school activities.**

As full as we can possibly manage. Refer to Mission Statement, Objectives, Statement of Need, and Educational Program.

## 15) Building Options

### A. Describe your present options for a school building.

We are proceeding with plans to rent a 4000 square foot space on the first floor of an old mill building in Haydenville (which is a village within Williamsburg) called "The Brassworks". The entire building was renovated ten years ago for commercial use. The space was formerly a children's clothing and toy store and has a good mix of wide open and smaller spaces.

### B. Demonstrate how this site(s) would be suitable facility for the proposed school.

This site is located on the main road (Route 9) running through Williamsburg which is the principle artery into Northampton for people in the west-lying hilltowns. It is therefore easily accessible for car-pooling parents. It is also on the public transit bus route. There are two parking lots, separated by a walkway, for 80 and 33 cars respectively. We are negotiating with The Brassworks to have exclusive use of the smaller parking lot. This location is one mile from the town's elementary school for easy sharing of resources.

Since the space was recently renovated and is ADA accessible, it needs minimal additional work and investment to be suitable for our use. We have enclosed a letter from our architect which enumerates the work that needs to be done to make us conform to the code. (see attached)

The space is open with few pre-existing walls. We are therefore free to custom-design the area to suit us, building some walls and using moveable furniture where appropriate to create spaces for diverse projects and various-sized groupings.

The building itself, an historical landmark, played an important role in Williamsburg's development and, as such, can provide a rich source of study for the children. Along one side of the mill runs the Mill River, an important natural resource for recreational and environmental activities. There are many ways to access the river. A five minute walk away is a bike path (a former railroad bed) that runs along the river for several miles (linking to a huge park in Northampton). Also, a ten minute walk leads to a peninsula in the river that is owned by the same landlord and available for our use. Across the street is a public field and playground, currently utilized on a part-time basis by a parent cooperative pre-school.

### C. Discuss any progress or future plans for acquisition of a school building.

We are currently negotiating a lease for the building described in A. We have longer term dreams of owning a building in a rural or protected environmental area that could be a center in addition to a school, but that may be for the second five years.

### D. Describe any financing plans, if any.

Rent is part of our operational budget. Donated skills and fundraising will cover the initial adjustments to the space.

Section 15B Attachment:

MARC            BENJAMIN            STERNICK            ARCHITECT  
                  108 NASH HILL ROAD  
HAYDENVILLE, MASSACHUSETTS        01039

Penny Schultz  
Hilltown Charter School Committee  
Williamsburg, MA 01096

Dear Ms. Schultz,

As you requested, I have completed a preliminary code review on the first floor space in the Brassworks Building in Haydenville under consideration to be used for the Hilltown Charter School.

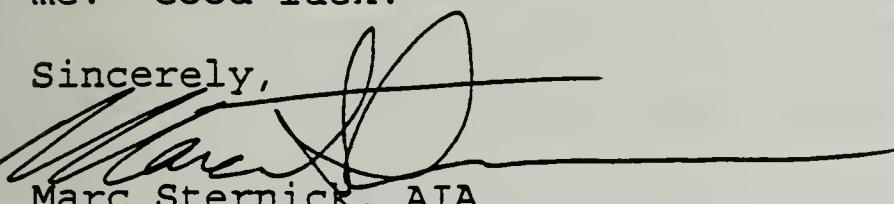
I spoke to the Haydenville Building Inspector, Jim Lawrence, on several occasions regarding the space and visited the site with him on July 16, 1994. Based on my review of the Massachusetts Building Code and the Massachusetts Architectural Access Board Regulations as well as my discussions with the local building Inspector, my preliminary findings indicate that the space under consideration can meet all applicable codes with some modifications. The modifications are as follows:

1. For a space of the size being considered (approximately 4,000 square feet) the Building Inspector recommends two to three hard-wired smoke detectors and one additional alarm pull box.
2. Remove the existing double doors that currently close off the main open space from the exit access corridor.
3. Provide the proper panic hardware for all exit doors.
4. Provide the following new bathroom facilities:
  - One Girl's Room with 2 water closets and one lavatory.
  - One Boy's Room with one water closet, one urinal and one lavatory.
  - One barrier-free bathroom for use by either handicapped students or faculty with one water closet and one urinal.

At this stage in its planning, with the above-noted modifications, the Brassworks Building could be used for the Hilltown Charter School as proposed and meet all of the necessary building codes. Final plans for a school of this type would need to be approved by the local Building Inspector.

If you need any further clarification, please feel free to contact me. Good luck.

Sincerely,

  
Marc Sternick, AIA

cc: Jim Lawrence, Building Inspector

## PART III

### 16) Code of Conduct

#### **A. Discuss any rules or guidelines governing student behavior which will be incorporated into a student handbook.**

The Hilltown Cooperative Charter School is built on a strong sense of community. All members of the school- students, teachers and staff, parents, and community members - are encouraged to develop strong communication skills and respect for each other. From this community base children learn to respect their peers, teachers, and school environment. Treating others as they would want to be treated and taking care of "our" school helps children and teachers define appropriate behaviors which meet those ends. Monthly community meetings and daily classroom meetings (including small group meetings and dyads when necessary) provide forums for school members to identify problems, work to resolve conflict in a positive manner, and develop strong listening and speaking skills. Teachers and children will identify behaviors which foster the development of a safe and productive school. As with the curriculum, the code of conduct will emerge from the school community.

Group discussions and talking to children at the time of difficult incidents will help children identify alternative solutions to problems. Such incidents will be used as learning opportunities for clear communication of feelings and handling conflict in a safe way. Maintaining the self-esteem of each child will be paramount.

If a child behaves in such a way that poses harm to him/herself, others, or equipment, teachers will help children by providing logical consequences that bring behavior back within safe limits. Guidance shall be consistent and based on the needs and development of each child and the group. Adults will remind children of rules and the reasons behind them and request that they follow these rules. When they cannot control their behavior, children will be asked to remove themselves from an activity and sit apart, but in an observable area, from the group for no longer than five minutes. This is not meant as a punitive measure but as an opportunity for a child to "cool off" and reflect on the consequences of his/her actions. All children will be familiar with this process through previous discussions in classroom meetings. As children develop, they will be encouraged to recognize their own need for a "time out" in a difficult situation and remove themselves for a time of reflection.

#### **B. Discuss your school's policies regarding student expulsion and suspension.**

The Hilltown Cooperative Charter School is based on strong parental input and involvement. Teachers and parents are partners in the education of the children, including the process of learning discipline. Parents will be notified when children have difficulty controlling their behavior so that teachers and parents can support each other and engage in mutual problem solving. Parent conferences with and without the student will be arranged to discuss the issues. The Hilltown Cooperative Charter School will comply fully with MGL Chapter 71, Section 37H regarding any decision concerning suspension or expulsion. Special needs students will be disciplined in accordance with Chapter 766.

## Hilltown Charter School Application, Sept. 1994

The following steps will be followed if a child has repeated difficulty controlling behavior at school:

- 1) A conference between the parents, student, and staff will establish a contract for behavior. All parties will be encouraged to discuss their perceptions of what triggers the problem behaviors. If behavior problems continue, a repeat conference will redesign the terms of a second contract.
- 2) The management team may ask the student to take time out at home, from one to three days (suspension), to decide if s/he wants to continue in the Hilltown Cooperative Charter School. After a follow-up meeting with the student, parents, teachers, and administrator the student will be welcomed back if that is the student's choice. If a suspension occurs, the sending school will be notified of the precipitating incident and consequences.
- 3) Further problems will be dealt with at the school's discretion and may include another conference and contract, or additional suspension. Staff will work with the parents and the sending school district to develop a plan which will best meet this child's needs acknowledging that the Hilltown Cooperative Charter School may not be a suitable match for this student. If necessary, a CORE evaluation may be recommended.
- 4) Any decision regarding suspension must be approved by the Board of Trustees. Any decision regarding expulsion from the program will also include the sending school as well as the Board of Trustees. If the management team determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school, a recommendation for suspension/expulsion will be made to the Board of Trustees. The Board of Trustees must act on the recommendation within three calendar days. The student and family will receive written notification of the charges and notification of the right to appeal. Upon request of an appeal the Board of Trustees will hold a hearing within three calendar days. The student will remain at home prior to the any appeal hearing. At the hearing, the student and parents will have the right to present oral and written testimony and shall have the right to counsel. The Board of Trustees shall have the authority to overturn or alter the decision of the Management Team, including recommending an alternate educational program for the student. The Board will render a decision on the appeal within five calendar days of the hearing.

If a student who has been asked to leave the Hilltown Cooperative Charter School applies for admission to another school or school district, the Superintendent of the school district to which the application is made may request and shall receive from the Board of Trustees a written statement of the reasons for their decision.

## 17) Special Needs Students

### **Describe how your school will accommodate special needs students.**

The Hilltown Cooperative Charter School welcomes applications from all students without regard to disability. Each application will be considered individually, to determine if placement in the Hilltown Cooperative Charter School is appropriate.

Inherent in the design of the regulations that provide for Charter Schools in the state of Massachusetts is the concept that these schools will provide cutting edge or study focus options for students. In addition, it is the obligation of the charters to use their position as learning labs to offer new and innovative ways, to the public school system, of dealing with a variety of issues.

In keeping with the philosophy of inclusion as specified by the state of Massachusetts, the WMHCCS has a commitment to serve children with special needs. Because our approach is both student centered and designed to accommodate a variety of learning styles, many students will have their special learning needs met as a matter of course in the classroom. The Hilltown Cooperative Charter School will comply in full with MGL 71, Sections A and B.

Every reasonable effort will be made to meet the needs of a student appropriate for the Hilltown Cooperative Charter School. Due to staffing limitations and constraints determined by the School's Charter Application, and the guidelines set for determining cost per student in the Charter schools, the Hilltown Cooperative Charter School will request reimbursement for students requiring additional staffing. In addition, if the students' special needs so require, the sending school must provide, to the school staff, the training necessary to understand the nature of and work with the students' disability (as per Massachusetts 766 regulations).

If there exists the potential that a student may be coming to the Charter School with an IEP, a member of the Hilltown Cooperative Charter School staff must be invited to the TEAM to insure that the placement is appropriate and share information with the TEAM regarding available space and/or application procedures. It is expected that, in most cases, the placement of a special needs student with an IEP in the Hilltown Cooperative Charter School will be determined in the Spring for actual placement during the following school year.

In keeping with the mission and philosophy of the Hilltown Cooperative Charter School, which focus on the importance of community, the strengths of family and respect for the contributions of every individual, we believe that a student body that accurately reflects the diversity in the community at large provides the richest environment within which the children will construct their knowledge of the world.

## 18) Funding

**A. Devise a start-up budget covering the planning stage before school opening.**

## WESTERN MASS HILLTOWN COOPERATIVE CHARTER SCHOOL

## Proposed Start-Up Budget

For the period of October 1, 1994 - June 30, 1995

REVENUES	start date
Start-up funds from state	33,333
Fundraising efforts	20,000
Grants	7,000
<b>TOTAL REVENUES</b>	<b>60,333</b>

EXPENSES	
Hire admin FT total costs	15,000
Rent for 4000 sq ft	6,000
Stipends for teacher planning	7,000
Printing, pstg, outreach	1,500
Materials for classrooms	5,000
Insurance	1,500
Reggio training	5,000
Classroom renovation materials	17,333
Payback indiv loans	2,000
<b>TOTAL EXPENSES</b>	<b>60,333</b>

Note: In order to start the school we are dependent on in-kind services from parents and community to a large extent. All of the labor, administrative start-up, negotiating, organizing, classroom furnishings, etc. will come from efforts outside of this budget.

**B. Devise a 5-year budget covering projected income and planned expenditures.**

CHARTER APPLICATION: PART III						
18.) Funding						
B. Devise a 5-year budget covering projected income and planned expenditures.						
	number enrolled	40	49	56	60	60
BUDGET	Fall 95	Fall 96	Fall 97	Fall 98	Fall 99	
REVENUES						
1	Per Pupil Expenditure	180,000	220,000	260,000	280,000	280,000
	TOTAL	180,000	220,000	260,000	280,000	280,000
EXPENSES						
2	Classroom Teachers	57,500	70,725	85,404	100,532	103,548
3	Studio Teacher ("Atelierista")	11,500	17,768	24,380	25,111	25,865
4	Coordinator	25,000	25,750	26,523	27,318	28,138
5	Tax cost	8,460	10,282	12,268	13,767	14,180
6	Benefits (18% of gross)	16,920	20,564	24,535	27,533	28,359
7	Subs & Stipends	2,000	2,500	3,500	4,000	4,000
	Direct Service Subtotal	121,380	147,588	176,609	198,261	204,089
8	Auditor	1,500	1,500	2,000	2,000	2,000
9	Professional Development	5,000	8,000	10,000	10,000	8,000
10	Rent	24,000	30,000	30,000	30,000	30,000
11	Utilities	4,800	5,300	5,500	5,700	5,700
12	Materials	10,000	12,000	14,000	14,000	14,000
13	Travel	500	1,000	2,500	3,700	3,700
14	Insurance	3,500	4,800	5,000	5,000	5,000
15	Office Supplies	1,200	1,000	1,200	1,400	1,400
16	Maintenance/Cleaning	3,000	3,600	4,200	4,200	4,200
17	Contingencies and growth	5,120	5,212	8,991	5,739	1,911
	Overhead subtotal	58,620	72,412	83,391	81,739	75,911
	EXPENSES TOTAL	180,000	220,000	260,000	280,000	280,000
	Over/under	0	0	0	0	0
Assumptions						
Rent: 4000 sq ft first year, add 1000 in year two						
Personnel reflects a 3% cost of living increase per year based on an averaged \$23,000 salary (see attached schedule for FTEs)						
Utilities include electric, tele (heat in rent figure)						
Office includes pstg, supplies,fees						
Taxes include fica, medicare, unemployment						
Pension is assumed to be picked up by the State outside of this budget						

Personnel - back-up to budget

CHARTER APPLICATION: PART III						
18.) Funding						
B. Devise a 5-year budget covering projected income and planned expenditures.						
B.1 Back-up schedule: PERSONNEL by FTEs						
	number enrolled	40	48	56	58	60
	Fall 95	Fall 96	Fall 97	Fall 98	Fall 99	
<b>Full Time Equivalents</b>						
Levels K -4 (extend to 5/6)	2.50	3.00	3.50	4.00	4.00	
Studio Teacher ("Atelierista")	0.50	0.75	1.00	1.00	1.00	
Classroom subtotal	3.00	3.75	4.50	5.00	5.00	
Coordinator	1.00	1.00	1.00	1.00	1.00	
Paid personnel FTE subtotal	4.00	4.75	5.50	6.00	6.00	
<b>Other (not in budget)</b>						
Student interns	1.00	1.50	2.00	2.00	2.50	
Community in classroom	0.50	0.75	1.00	0.75	0.75	
Maintaining Bldg & Supplies	0.25	0.25	0.25	0.25	0.25	
Volunteers in admin roles	0.75	1.00	1.50	1.00	1.00	
Non-paid subtotal	2.50	3.50	4.75	4.00	4.50	
<b>TOTAL</b>	<b>6.50</b>	<b>8.25</b>	<b>10.25</b>	<b>10.00</b>	<b>10.50</b>	
<b>Averaging teachers at \$23,000/year with 3% annual cost of living increase</b>						
<b>Coordinator at \$25,000/year with 3% annual cost of living increase</b>						
Value of paid personnel	94,000	114,243	136,307	152,961	157,551	
<b>Value of in-kind services averaged at \$15,000/year</b>						
value of volunteers	37,500	52,500	71,250	60,000	67,500	
<b>TOTAL REAL COST</b>	<b>131,500</b>	<b>166,743</b>	<b>207,557</b>	<b>212,961</b>	<b>225,051</b>	

**C. Include all sources of anticipated income, including per pupil tuition and private or public grants.**

Revenues, based on \$5,000 PPE projected for Williamsburg students, calculates as the following:

1995	\$180,000
1996	\$220,000
1997	\$260,000
1998	\$280,000
1999	\$280,000

We are in the process of applying for local, statewide, and federal grants, and planning local fundraising activities.

## 19) Accountability

### **A. How will you handle the process of compiling and disseminating the annual report, as set forth in MGL c71, s89?**

The fiscal year ends June 30th. After that, and no later than August 1st (as set forth in MGL c71 s89), the coordinator, in conjunction with a committee of parent(s) and teacher(s), will present to the Board of Directors for approval the annual report for the preceding year. After the Board has approved the document, it shall be disseminated to the general membership, students, relevant governmental agencies, and any other interested parties.

The report will contain a discussion of the school's progress toward the goals stated in the Charter, an unaudited financial statement which includes a statement of revenues and expenses, and any other information which may be required from public agencies or desired by the school membership.

### **B. Discuss your plan for regular review of school finance and accounts.**

For each month a financial statement shall be prepared and be presented to the Board of Directors or the Finance Committee as representatives of the Board. Copies shall be made available to the general membership.

At the end of each fiscal year, the year end financial shall be included in the annual report.

In addition, a CPA who has demonstrated an "arms-length" distance from the school will be retained to audit the financials and recommend changes to the accounting system or the internal control system. The CPA will be hired by and report to the Board or the Finance Committee as representatives of the Board.

During the start-up phase, the Board will review the budget on a bi-monthly basis to be sure the changes and additions inherent in creating a school are reflected in the financial planning

### **C. Describe your system for maintaining school records and disseminating information required under public school law.**

At the beginning of each year, the coordinator will create a calendar of reporting events based on the needs stated by the Board of Education, the Secretary of Education, the local and regional school district, the Town, the EOAF, Federal agencies and any granting agencies. This shall be distributed to the Board, active subcommittees and the staff, annotated to describe any information required from these groups or individuals. Forms will be developed to help track relevant statistics, time management, and financial data. The coordinator will be responsible for collecting, overseeing, and storing this information.

Reports requiring Board approval shall be completed in time for the monthly Board meeting before the due date. Other reports shall be made available for perusal and feedback a week before the due date. Any of the public school reports shall be available as required by law.

## 20) Transportation

### A. Discuss plans for transporting students within the local district to and from school. What arrangements, if any, will be made with district transportation.

Our initial design for the school day (see Section 10C) precludes use of the existing district's school bus system. We expect to transport the students via organized parent car-pools. There are also options of biking, walking for near-by families and public transport for Williamsburg and eastern locations.

Because we are a parent cooperative we are looking for ways to involve the parents in the school. Watching the models of preschools and camps where the parents are part of the beginning and ending transitions, it is obvious that much more information is transmitted than schedules and grades. Parents will enter the school building on a regular basis and therefore can better participate in the life of the school - to see their children's work on display and in process, to speak with the teachers, to meet other parents and children, and discover ways to support and integrate into the projects that are on-going. This hopefully avoids many of the problems facing public school parent/teacher relationships, where the parents and the teachers have very little time to build a cooperative relationship.

We are sensitive to the issue of work schedules and single parenting demands that may require some extra efforts from the administration to secure car-pooling and extended-day coverage.

The desire to forego the public school transportation system is further supported by the following concerns:

- When we met with the School Committee of the local district, the Regional District Superintendent pointed out that in our rural locale the State funds only cover 40% of the actual costs of transporting students these many miles. It was clear that if our school hours did not agree with theirs the additional costs would be prohibitive.
- Since we expect to draw students from many other Hilltowns, as well as Northampton, who would not access the local district's school bus transport anyway, we decided to offer the support of organizing car-pooling to the school as a whole and keep school hours that support the community and curriculum.
- Building positive encounters with students and staff from the existing public schools is a high priority in our effort to create a public school alternative in our area. We prefer to have contact in contexts where tension can be addressed in an open and fair manner. We do not want children to bear the brunt of misunderstandings or misconceptions that may arise in the frenzy of a bus-ride without adult supervision. We are also aware that the additional cost of adding the Hilltown Cooperative Charter School to the bus route may be a significant burden to a district already struggling to meet its transportation expenses. Insisting on transportation may jeopardize our burgeoning relationship with the local community.
- Most children in this area, because of the large distances of miles represented in schools, spend up to an hour in an unsupervised bus ride between school and home. Carpooling, from even the outer reaches of the towns represented here, would cut that time in half as well as continuing the home environment to the school door.

- Our small size and educational intent allow us to consider that car-pooling is a viable option.

## **B. How will students who live outside the local district be transported?**

Transportation for students outside of Williamsburg will also be carpooling and public transportation. Route 9 is a well-traveled thoroughfare and the main artery into Northampton for people in the west-lying hilltowns (which include Williamsburg). The public transit bus also runs along this route between the center of Williamsburg to Northampton. The school expects to be sensitive to car-pool organizing help and "extended day" needs for families that are adding the school into their daily commute to work.

## 21) Liability and Insurance

### A. Describe your school's insurance plans.

We have submitted for competitive bid insurance coverage requests for the following areas:

- Errors and Ommissions (more appropriately to us called Directors and Officers) for a limit of one million.
- Contents and Liability; contents for approximately \$10K in the first year and general liability (which covers anyone on the site) for a limit no lower than one million.
- Workman's Compensation (we are as yet unclear whether this is covered some other way through the Board of Education). Our rate is .74/\$100 of employees' gross wages.
- Non-own and hire auto coverage for the use of staff and volunteer's cars for school business as a back-up to their primary coverage.

The total package is expected to come in under \$3,500 for the first few years. As we grow, we will reassess our needs annually, at the end of the fiscal year. When the school begins operations, the insurance agent will visit to review our exposure.

### B. To demonstrate the safety and structural soundness of the school, please submit written documentation of:

- Inspection by a local building inspector;
- Inspection by local fire department;
- Approval under M.G.L. c. 148 from the municipal licensing authority for use of any explosives and flammable compounds or liquids in connection with courses taught at the school;
- Compliance with all other federal and state health and safety laws and regulations.

Attached you will find the response of the local building inspector, fire chief, and architect stated what the Brassworks space requires to be fully up to code. Our curriculum is lower elementary and does not involve explosives or any materials requiring dangerous materials which need licencing. We expect to comply with the other federal, state and local health and safety laws and regulations.

# *AWB Alexander W. Borawski, Inc. Insurance*

TEL. (413) 586-5011  
 TEL. (413) 536-4799  
 FAX (413) 586-7973

88 KING STREET  
 P.O. BOX 417  
 NORTHAMPTON, MASSACHUSETTS 01061-0417

September 12, 1994

Bob Yochim  
 Hilltown Congregation Charter School  
 P O Box 195  
 Williamsburg, MA 01096

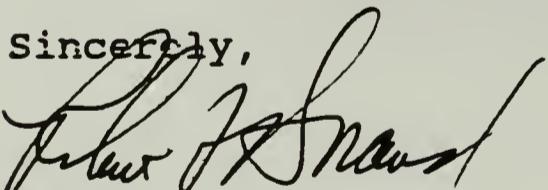
Dear Bob:

I am contacting you as a follow-up to the conversation we had a while ago regarding the new school you're involved with. Below are some estimates of the annual premiums for the coverage's we had previously discussed.

1) Property and Liability	\$1,000
\$10,000 contents value	
\$1,000,000 liability	
2) non-owned and hired automobile liability	\$ 350
3) Worker's compensation	\$1,080
Based upon a payroll of \$120,000	
4) Educational Institution Errors and Omissions	\$1,200

If you have any further questions please feel free to call.

Sincerely,



Robert F. Borawski  
 President

Since 1930



Handling All Lines of Insurance

Section 21B Attachment

MARC

BENJAMIN

STERNICK

ARCHITECT

108 NASH HILL ROAD

HAYDENVILLE, MASSACHUSETTS 01039

Penny Schultz  
Hilltown Charter School Committee  
Williamsburg, MA 01096

Dear Ms. Schultz,

As you requested, I have completed a preliminary code review on the first floor space in the Brassworks Building in Haydenville under consideration to be used for the Hilltown Charter School.

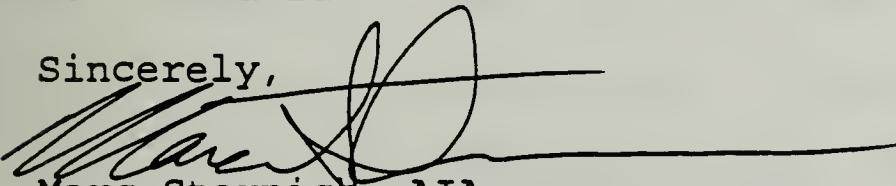
I spoke to the Haydenville Building Inspector, Jim Lawrence, on several occasions regarding the space and visited the site with him on July 16, 1994. Based on my review of the Massachusetts Building Code and the Massachusetts Architectural Access Board Regulations as well as my discussions with the local building Inspector, my preliminary findings indicate that the space under consideration can meet all applicable codes with some modifications. The modifications are as follows:

1. For a space of the size being considered (approximately 4,000 square feet) the Building Inspector recommends two to three hard-wired smoke detectors and one additional alarm pull box.
2. Remove the existing double doors that currently close off the main open space from the exit access corridor.
3. Provide the proper panic hardware for all exit doors.
4. Provide the following new bathroom facilities:
  - One Girl's Room with 2 water closets and one lavatory.
  - One Boy's Room with one water closet, one urinal and one lavatory.
  - One barrier-free bathroom for use by either handicapped students or faculty with one water closet and one urinal.

At this stage in its planning, with the above-noted modifications, the Brassworks Building could be used for the Hilltown Charter School as proposed and meet all of the necessary building codes. Final plans for a school of this type would need to be approved by the local Building Inspector.

If you need any further clarification, please feel free to contact me. Good luck.

Sincerely,



Marc Sternick, AIA

cc: Jim Lawrence, Building Inspector

Section 21B Attachment:

## The Commonwealth of Massachusetts



## TOWN OF WILLIAMSBURG

## FIRE DEPARTMENT

Williamsburg, Mass. 01096

413-268-7233

MARGARET SCHULTE  
23 OMEC RD  
Williamsburg, MA 01096

August 11, 1994

Dear Ms. SCHULTE,

On August 5, 1994 I inspected an area on the ground floor of the "Brassworks" building on Main St. in Ayer/Millville. My understanding is that this space is proposed to be used for a school facility for ELEMENTARY SCHOOL AGED CHILDREN.

In my inspection I found that the emergency exits are not adequately maintained and must be improved. There are no obvious substantial problems which would impede Fire Department access to the building and there are no present tenants whose business activity would present any threat to any student's safety.

IT IS MY BELIEF THAT ANY DEFINITIVE INSPECTION AS TO THE SUITABILITY OF THIS FACILITY FOR A SCHOOL WOULD LIE WITH THE BUILDING INSPECTOR AND OTHER INSPECTORS FOR THE COMMONWEALTH.

Roger Baker  
FIRE CHIEF

## Section 21B Attachment:

Dear Ms Schultz,

On August 5th 1994, I inspected an area on the ground floor of the the "Brassworks" building on Main St in Haydenville. My understanding is that this space is proposed to be used for a school facility for elementary school aged children.

In my inspection, I found that the emergency exits are not adequately maintained and must be improved. There are no obvious, substantial problems which would impede Fire Department access to the building and there are no present tenants whose business activity would present a threat to any students' safety.

It is my belief that any definitive inspection as to the suitability of this facility for a school would lie with the building inspector and other inspectors for the Commonwealth.

Roger Bisbee

Section 21B Attachment:

## Town of Williamsburg

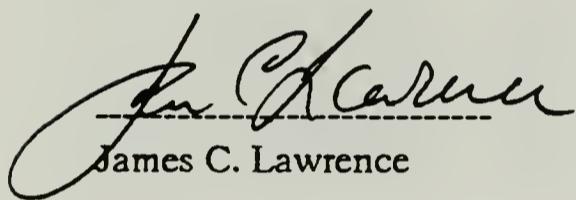
Office of the Building Inspector  
James C. Lawrence  
P.O. Box 763  
Williamsburg, MA 01096-0763

August 30, 1994  
Penny Schultz  
Hilltown Charter School Committee  
Williamsburg, Ma. 01096

Dear Ms. Shultz

I have inspected the first floor space at the Brassworks Building in Haydenville. The building is a sound structure and with modifications detailed in the letter from Marc Sternick it should meet code requirements.

Sincerely,



James C. Lawrence

## 22) Governance Documents

**Before a school may open, founders will be required to submit copies of the school constitution, by-laws, contracts and all incorporation documents required by law.**

Attached are:

Western Massachusetts Hilltown Cooperative Charter School Bylaws

Western Massachusetts Hilltown Cooperative Charter School Incorporation Papers

# The Commonwealth of Massachusetts

OFFICE OF THE MASSACHUSETTS SECRETARY OF STATE

MICHAEL J. CONNOLLY, Secretary

ONE ASHBURTON PLACE, BOSTON, MASSACHUSETTS 02108

## ARTICLES OF ORGANIZATION

(Under G.L. Ch. 180)

### ARTICLE I

The name of the corporation is:

Western Massachusetts Hilltown Cooperative Charter School, Inc.

### ARTICLE II

The purpose of the corporation is to engage in the following activities:

The corporation is formed for charitable and educational purposes, specifically the establishment of the Hilltown Cooperative Charter School.

The purpose of the school is to provide public elementary education through a dynamic learning environment for children of the Western Pioneer Valley of Western Massachusetts.

The school will feature team teaching, mixed-age groupings, and strong parental involvement. A core curriculum in "fundamentals" (i.e. reading, writing, and math) will fully integrate a wide spectrum of creative and expressive activities, ranging from visual arts and crafts to music making, creative movement, puppetry, and storytelling.

The school will strive to emphasize the potential of the child and will offer a structure that allows that potential to be expressed. Respect for teachers, students, and families will be stressed. An appreciation of diversity and many cultures will be interwoven into the curriculum. Regular school meetings will define priorities and foster group communication skills and problem solving.

The educational method will have a strong relationship to the local community out of which the school springs. The school will draw on the natural resources, history, economy, and people of its rural setting to provide curriculum ideas and a structure for learning. The lives of the children and their families will lay the foundation for what the children explore. They will be encouraged to delve into their own interests, integrating learning into themes of their own choosing.

C        
P        
M        
R.A.   

Note: If the space provided under any article or item on this form is insufficient, additions shall be set forth on separate 8½ x 11 sheets of paper leaving a left hand margin of at least 1 inch. Additions to more than one article may be continued on a single sheet so long as each article requiring each such addition is clearly indicated.

Section 22 Attachment:  
*Western Mass. Hilltown Cooperative Charter School, Inc.*  
*Articles of Organization (Page 2)*

### ARTICLE III

the corporation has one or more classes of members, the designation of such classes, the manner of election or appointments, the duration of membership and the qualification and rights, including voting rights, of the members of each class, may be set forth in the by-laws of the corporation or may be set forth below:

The organization will have three classes of membership as defined in the by-laws: (1) general membership; (2) Board of Trustees; (3) employees of the corporation.

General membership shall be open to any person who (1) reads and endorses the corporate goals, objectives, and philosophy as outlined in corporate documents; and (2) fulfills the monthly or quarterly work requirement as outlined in the by-laws. General membership shall confer the right to participate and vote in elections of corporate officers and by-law amendments.

Membership on the Board of Trustees shall be by virtue of election by the general membership to a term of two years. Board members shall be eligible for reappointment. The Board of Trustees shall be responsible for the fiscal and legal integrity of the corporation.

Employees of the corporation shall be hired by (and terminated by) the Board of Trustees. Employees shall manage the day-to-day operation of the corporation's charter school, under the auspices of the Board of Trustees. Employees are eligible for general membership in the corporation but may not serve on the Board of Trustees.

### ARTICLE IV

Other lawful provisions, if any, for the conduct and regulation of the business and affairs of the corporation, for its voluntary dissolution, or for limiting, defining, or regulating the powers of the corporation, or of its directors or members, or of any class of members, are as follows:

See Attachment A.

If there are no provisions, state "None".

Note: The preceding four (4) articles are considered to be permanent and may ONLY be changed by filing appropriate Articles of Amendment.

Section 22 Attachment:  
***Western Mass. Hilltown Cooperative Charter School, Inc.***  
***Articles of Organization (Page 3)***

Hilltown Cooperative Charter School Articles of Organization

**Attachment A: Article IV**

At all times, and notwithstanding change of name, merger, consolidation, reorganization, termination, dissolution, or winding up of this corporation, voluntary or involuntary or by operation of law, or any other provisions hereof:

- A. The corporation shall not possess or exercise any power or authority either expressly, by interpretation, or by operation of law that will prevent it from qualifying and continuing to qualify as a corporation described in Section 501 (c) (3) of the Internal Revenue Code of 1954 as amended (hereafter referred to as "the Code"), contributions to which are deductible for Federal Income Tax purposes; nor shall it engage directly or indirectly in any activity which could cause the loss of such qualification.
- B. No part of the assets or net earnings of the corporation shall be used, nor shall the corporation ever be organized or operated, for purposes that are not exclusively charitable, scientific or educational within the meaning of Section 501 (c) (3) of the Code.
- C. The corporation shall never be operated for the primary purpose of carrying on a trade or business for profit.
- D. No part of the activities of the corporation shall consist of carrying on propaganda or otherwise attempting to influence legislation as these prohibited activities are defined by law; nor shall it participate or intervene in any manner, or to any extent, in any political campaign on behalf of any candidate for public office, whether by publishing or distributing statements, or otherwise.
- E. At no time shall the corporation engage in any activities which are unlawful under the laws of the United States of America, the Commonwealth of Massachusetts, or any other jurisdiction in which its activities are carried on; nor shall it engage in any transaction defined at the time as prohibited under Section 503 of the Code.
- F. No compensation, loan, or other payment shall be paid or made to any officer, board member creator, or organizer of the corporation or substantial contributor to it, except as reasonable compensation for services rendered and/or as a reasonable allowance for authorized expenditures incurred on behalf of the corporation; and no part of the assets or net earnings, current or accumulated, of the corporation shall ever be distributed to or divided among such person, or incur, be used for, accrue to, or benefit any such person or private individual (under the prohibition contained in Section 501 (c) (3) of the Code).
- G. No solicitation or contributions of the corporation shall be made and no gift, bequest or devise to the corporation shall be accepted, upon any condition or limitation which, in the opinion of the corporation, may cause the corporation to lose its Federal income tax exemption.
- H. The corporation shall distribute its income for each taxable year at such time and in such manner as not to subject the corporation to tax under Section 4942 of the Code.
- I. The corporation shall not engage in any act of self-dealing as defined in Section 4941 (d) of the Code.
- J. The corporation shall not retain any excess business holdings, as defined in Section 4943 (c) of the Code.
- K. The corporation shall not make any investments in such a manner as to subject the corporation to tax under Section 4944 of the Code.
- L. The corporation shall not make any taxable expenditures as defined in Section 4945 (d) of the Code.

Upon the termination, dissolution or winding up of the corporation in any manner or for any reason, its assets, if any, remaining after payment (or provision for payment) of all liabilities of the corporation, shall be distributed to, and only to, one or more organizations described in Section 501 (c) (3) of the Code, which would substantially carry out the purposes of this corporation.

**ARTICLE V Articles of Organization (Page 4)**

By-laws of the corporation have been duly adopted and the initial directors, president, treasurer and clerk or other presiding, financial or recording officers, whose names are set out below, have been duly elected.

**ARTICLE VI**

The effective date of organization of the corporation shall be the date of filing with the Secretary of the Commonwealth or if a later date is desired, specify date, not more than 30 days after date of filing).

The information contained in ARTICLE VII is NOT a PERMANENT part of the Articles of Organization and may be changed ONLY by filing the appropriate form provided therefor.

**ARTICLE VII**

a. The street address of the corporation IN MASSACHUSETTS is: (post office boxes are not acceptable)

3 Edwards Street, Haydenville, MA 01039

b. The name, residence and post office address of each of the initial directors and following officers of the corporation are as follows:

NAME	RESIDENCE	POST OFFICE ADDRESS
President: Lee MacKinnon	3 EDwards Street, Haydenville, MA 01039	
Treasurer: Paul Tucker	30 Briar Hill Road, Williamsburg, MA 01096	
Clerk: Penny Schultz	23 O'Neil Road, Williamsburg, MA 01096	

Directors: (or officers having the powers of directors).

NAME	RESIDENCE	POST OFFICE ADDRESS
William Cutler	3 Edwards Street, Haydenville, mA 01039	
Robin Jurs	2 Cole Road, Haydenville, MA 01039	
Phyllis Woolf	55 Crescent Street, Northampton, MA 01060	
Lee MacKinnon	3 Edwards Street, Haydenville, MA 01039	
Victoria Yoshen	252 Chesterfield Road, Westhampton, MA 01027	
Penny Schultz	23 O'Neil Road, Williamsburg, MA 01096	

c. The fiscal year of the corporation shall end on the last day of the month of:

June

d. The name and BUSINESS address of the RESIDENT AGENT of the corporation, if any, is:

Not Applicable

/ We the below-signed INCORPORATORS do hereby certify under the pains and penalties of perjury that I/ We have not been convicted of any crimes relating to alcohol or gaming within the past ten years. I/ We do hereby further certify that to the best of my/ our knowledge the above-named principal officers have not been similarly convicted. If so convicted, explain.

N WITNESS WHEREOF and under the pains and penalties of perjury, I/WE, whose signature(s) appear below as incorporator(s) and whose names and business or residential address(es) ARE CLEARLY TYPED OR PRINTED beneath each signature do hereby associate with the intention of forming this corporation under the provisions of General Laws Chapter 180 and do hereby sign these Articles of Organization as incorporator(s) this 22 day of July 19 94.

*Lee MacKinnon*  
Lee MacKinnon 3 Edwards St. Haydenville, MA

Victoria Yoshen

*William Cutler*  
William Cutler 3 Edwards St. Haydenville, MA

252 Chesterfield Rd.

*Penny Schultz*  
Penny Schultz 23 O'Neil Rd. Williamsburg, MA

Westhampton, MA

NOTE: If an already-existing corporation is acting as incorporator, type in the exact name of the corporation, the state or other jurisdiction where it was incorporated, the name of the person signing on behalf of said corporation and the title he/she holds or other authority by which such action is taken.

Section 22 Attachment:  
***Western Mass. Hilltown Cooperative Charter School, Inc.***  
***By-Laws (Page 1)***

**Article I. Name, Purpose and Location.**

Sec. 1. The name by which the corporation shall be known is the Hilltown Cooperative Charter School, Inc. (which shall hereinafter be referred to as the "School").

Sec. 2. The School is a charitable organization incorporated under the laws of Massachusetts and its purposes shall be as set forth in the Articles of Organization.

Sec. 3. The principal office of the School in the Commonwealth of Massachusetts shall, until changed in accordance with the By-laws of the School, be located at 3 Edwards St., Haydenville, MA.

**Article II. Membership.**

Sec. 1. The original members of this School shall consist of those persons who have contributed eight or more hours of work to the School as of June 30, 1994. After June 30, 1994, members will consist of those persons who have contributed eight or more hours of work per month to be averaged over the following twelve month period.

Sec. 2. Members have the duty to fulfill the minimum work requirement of the School. The work requirement for membership is defined as any work authorized by the Board of Trustees done for the School that equals or surpasses eight hours per month.

Sec. 3. Each member shall have the right to attend and vote at all special and annual general meetings of the School.

**Article III. Meetings of Members**

Sec. 1. Annual Meeting: The annual meeting of the membership, shall:

- A. Elect the Board of Trustees.
- B. Hear and receive a copy of the annual report of the Board of Trustees.
- C. Consider amendment of the By-laws if special notice is given.
- D. Attend to such other business as may come before the meeting.

The annual meeting shall be held on the second Tuesday in May.

Sec. 2. Special Meeting. A special meeting of the members may be called at any time by a majority of the Board of Trustees. A special meeting of the members shall also be called by the Clerk or some other officer upon written application of ten percent of the members. Any such call shall state the time, place and purposes of the meeting. Any and all bylaws can be amended at a special meeting.

Sec. 3. Notice. Notice of the time, place and purposes of any annual or special meeting of the members shall be given in person or by mail in accordance with Section IX of these by-laws at least seven days before such meeting.

Sec. 4. Except as otherwise provided by the laws of the Commonwealth of Massachusetts, the presence in person or the representation by proxy at a meeting of members of twenty percent of the members entitled to vote thereat shall constitute a quorum. When a quorum is present at any such meeting, sixty percent of the votes cast shall be necessary and sufficient for the election to any office or for the decision of any question brought before the meeting, except as otherwise provided by these By-laws or the laws of the Commonwealth of Massachusetts.

**Article IV. Board of Trustees**

Sec. 1. The governing body of the School shall be called the Board of Trustees. Said Board shall be jointly responsible for all action taken on behalf of the School. It shall be responsible for the overall well-being of the organization: fiscal management, fund raising, organizational and personnel policies. All general policy decisions shall be approved by the Board.

Sec. 2. A. The Board of Trustees shall initially be appointed by the Coordinating Council. Said Coordinating Council shall be composed of members who have attended three Coordinating Council meetings prior to appointment of the Board.

B. The Board of Trustees shall be composed of six to fifteen persons: at least one position shall be filled by an educational consultant; at least two positions shall be filled by members who are parents of students or parents of children accepted by the School for enrollment the following school year; at least four positions shall be filled by members of the School. General membership in the corporation is

Section 22 Attachment:  
*Western Mass. Hilltown Cooperative Charter School, Inc.*  
By-Laws (Page 2)

not a prerequisite to serve on the Board of Trustees.

C. Initial appointment shall be in effect until the first Annual Meeting. At the first Annual Meeting, 50% of the Board shall be elected by the membership to a one-year term and 50% to a two-year term.

D. Subsequently, members of the Board of Trustees shall be replaced or reappointed every two years by a vote of a sixty percent majority of the Members of the School at the Annual Meeting.

E. Employees of the school shall be disqualified from serving on the Board during the time of their employment.

Sec. 3. Board meetings shall be open, except as provided in Section 4, below.

Sec. 4. At any time, the President of the Board or a majority of its members may call for an executive session of the Board. Executive sessions shall be open only to Board members, or individuals specifically invited to attend such sessions by the President of the Board or a majority of the Board.

Sec. 5. One third plus one of the total number of the Board of Trustees shall constitute a quorum.

Sec. 6. Decisions of the Board of Trustees shall be made by consensus. In the event that a decision cannot be reached by consensus, or when a vote is legally required, a vote will be called. A simple majority will be necessary for the final decision.

#### **Article V. Officers**

Sec. 1. The officers shall be a President, a Clerk, a Treasurer and such other officers as the Board of Trustees may in its discretion elect. The President, Treasurer and Clerk shall be elected annually by the Board of Trustees at its first meeting after its election by the members.

#### **Article VI. Resignations, Removals.**

Sec. 1. Resignations. Any Trustee or officer may resign at any time by giving written notice to the President or Clerk. Such resignation shall take effect at the time designated therein, or if no time be specified, then upon its acceptance by the Board of Trustees.

Sec. 2. Removals. At any meeting called for the purpose, the members may, by vote of a two-thirds majority of the members entitled to vote, remove from office any Trustee. The Board of Trustees may likewise, by vote of a majority of the Trustees then in office, remove from office any officer or agent who has been elected or appointed by the Board of Trustees, with or without cause being shown, and if cause be shown, may remove a Trustee, pending a vote by the members as to such matter.

#### **Article VII. Liability**

No member of the School, employee or member of the Board of Trustees shall have the power to bind any other member of the School personally. All persons or corporations extending credit to, contracting with, or having any claims against the School shall look only to funds and property of the School for payment so that any said members, employees, or members of the Board of Trustees, present or future, shall not be personally liable.

#### **Article VIII. Fiscal Year.**

The fiscal year of the School will begin on July 1 and end on June 30.

#### **Article IX. Notices.**

Sec. 1. A notice by mail or telegram shall be directed to a member at his or her usual address as it appears on the records of the School or at his or her residence or usual place of business, and to a Trustee or officer at his or her usual or last known business or residence address, unless such member, Trustee or officer shall have filed with the Clerk a written request that such notices intended for him or her be directed to some other address, in which case, it shall be directed to the address designated in such request.

#### **Article X. Amendment of By-laws.**

Amendments to the By-laws may be proposed by any member of the School at both the special meetings and the annual meeting. Any amendments must be seconded. Amendment to the by-laws shall be by a sixty percent majority.

Section 22 Attachment:  
***Western Mass. Hilltown Cooperative Charter School, Inc.***  
***By-Laws (Page 3)***

**Article XI. Start-up Phase.**

Sec. 1. The aforementioned Coordinating Council (Article IV, Sec. 2(A)) shall assume roles and responsibilities ascribed to the Board of Trustees until such time as it has appointed an active Board of Trustees (minimum of six members).

Sec. 2. During this phase the Coordinating Council shall operate in accordance with its previous consensus decisions as outlined in the Minutes of Coordinating Council meetings.

Sec. 3. Any Trustee who has been duly appointed to the Board by the Coordinating Council may fully participate in the Coordinating Council's decision-making process.

Sec. 4. Until such time as the first Annual Meeting of the Corporation, the Coordinating Council shall be responsible for appointing any additional members of the Board of Trustees.

Sec. 5. When the Board of Trustees assumes its full responsibilities, the Coordinating Council shall act in an advisory capacity to the Board of Trustees until such time as the Coordinating Council consents to its own dissolution.

## APPENDICES

### **Appendix A. Resumes (Section 7)**

**Board of Trustees**

PENELOPE D. JOHNSON

**ADDRESS:**

Office: Dept. of History, New York University  
19 University Pl., N.Y., N.Y. 10003  
Tel: (212) 998-8619

Home: 5 Hatfield St., Haydenville, MA 01039  
Tel: (413) 268-9310  
FAX: (413) 268-9310

**EDUCATION:**

Ph.D. in History, Yale University, New Haven, CT	1979
Major: Medieval European History	
History of the Medieval Church	
Minor: Tudor-Stuart History	
M. Phil. Yale University	1976
B.A. Yale University	1973

**PROFESSIONAL  
EMPLOYMENT:**

Professor of History, New York University	1991-
Associate Professor, New York University	1986-91
Assistant Professor, New York University	1979-86
Lecturer, Yale University	1977
Teaching Assistant, Yale University	1974-5

**VISITING  
POSITIONS:**

Visiting faculty in History Smith College, Northampton, MA	1983
---------------------------------------------------------------	------

**PUBLICATIONS:**

**MONOGRAPHS:**

Equal in Monastic Profession: Religious Women in Medieval France (Chicago: University of Chicago Press, 1991).  
Published in paperback 1993.

Prayer, Patronage, and Power: The Abbey of la Trinité,  
Vendôme, 1032-1187 (N.Y., NYU Press, 1981).

EDITED WORK:

Selected Reading Lists and Course Outlines from American Colleges and Universities: Medieval History (N.Y., Markus Wiener Press, 1983, 3rd revised ed. 1988).

CHAPTERS:

"The Cloistering of Medieval Nuns: Release or Repression, Reality or Fantasy?" in Gendered Domains: Rethinking Public/Private in Women's History, Essays from the 7th Berkshire Conference on the History of Women, ed. Dorothy Helly and Susan Reverby, (Ithaca, NY: Cornell University Press, 1991), pp. 27-39.

"Finding their Place: The Rich Roles of Religious Women in the Middle Ages," in Views of Women's Lives in Western Tradition ed. Frances Richardson Keller (Lampeter, U.K.: Edwin Mellin Press, 1990), pp. 219-243.

ARTICLES:

"Hildegard of Bingen and her Context: The Pearl in the Oyster," Forthcoming Cambridge University Press, invited conference papers from Yale Divinity School Symposium on Hildegard.

"La théorie de la clôture et l'activité réelle des moniales françaises du XIe au XIIIe siècle," Les religieuses dans le cloître et dans le monde 4 CERCOR: Travaux et Recherches (St. Etienne: l'Université de Saint-Etienne, 1994) 491-505.

"Christian Monasticism," in vol. 3 Women's Studies Encyclopedia, ed. Helen Tierney (NY: Greenwood Press, 1991), 320-23.

"False Dichotomies," Exemplaria 2 (1990): 689-692.

"Family Involvement in the Lives of Medieval Nuns and Monks," in Monks, Nuns, and Friars in Mediaeval Society ed. Edward B. King, Jacqueline T. Schaefer, William Wadley (Louvain: Peeters, 1989).

"Mulier et Monialis: The Medieval Nun's Self-Image," Thought 64 (1989): 242-253.

"Agnes of Burgundy: An Eleventh-Century Woman as Monastic Patron," The Journal of Medieval History 15 (1989): 93-104.

"Catharism," in The Westminster Dictionary of Christian Spirituality (Philadelphia: Westminster Press, 1983), 86-8.

"Pious Legends and Historical Realities: The Foundation Myths of la Trinité, Bonport and Holyrood," Revue bénédictine 91 (1981): 184-193.

**Board of Trustees**

**CURRICULUM VITAE**

William S. Cutler, M.D., Internal Medicine  
Huntington Health Center  
Rt. 20 Huntington, MA 01050  
(413)-667-3009

**Current Employment**

March 1993-present: Primary Care Physician, Huntington Health Center, Huntington, MA.

**Medical Training**

January, 1990 - January, 1993: Resident in internal medicine at Berkshire Medical Center, Pittsfield, MA, affiliate of University of Massachusetts Medical School.  
September, 1985 - June, 1989: University of Massachusetts Medical School

**Health Care Research and Presentations**

October, 1991: Case presentation at annual Massachusetts conference of American College of Physicians (awarded third prize recognition).  
February - April, 1989: Analysis of health care utilization patterns of homeless shelter residents in Northampton, MA (as part of the Senior Scholars Research Program at Univ. of Mass. Med. School).  
April, 1987: National Medical Student Research Forum Presentation of research and organizational work (performed June-August, 1986) which initiated the provision of on-site health care services at homeless shelters in Worcester, MA.

**Undergraduate Education**

1982 - 1984: Pre-medical courses at Harvard University, University of Massachusetts, and Amherst College.  
1985 - 1990: Bachelor of Arts degree, Williams College, Williamstown, MA. Major in Religion  
1962 - 1975: Newton, Massachusetts public school system.

**Other Work Experience**

June, 1989 - January, 1990: Full-time parent.  
1983 - 1985: Emergency Medical Technician, Cataldo Ambulance company, Somerville, MA.  
1984: Co-founder of Neighbors of Ringer Park (Allston, MA), a local citizen's group which successfully organized to clean, up-grade and patrol a neglected urban park.  
1980 - 1982: Haight Ashbury Community Radio, San Francisco, CA Production coordinator of a bi-weekly public affairs radio program.  
1975 - 1983: Culinary employment at various restaurants in Massachusetts and California.

**Personal Profile**

**Family:** Married with two children

**Travel:** Europe, North Africa, and Israel (1977-78); USA and Mexico (1982); Norway by bicycle (1985).

**Interests:** Guitar player for the Doublestop Contra-dance Band; songwriting; gardening; carpentry; being outdoors; Tai Chi; Goodnight Moon and other great literature; social change via personal empowerment.

LAURIE E. BELL

Date of Birth: July 10, 1954

184 County Rd., Southampton, MA 01073

(413) 535-4263

EDUCATION*Albany Medical College, Albany, NY; Physicians Assistant Certification; 8/85**Cornell University, Ithaca, NY; BS in Science Education; 5/81**Antioch New England Graduate School, Keene, NH; M.Ed. in Educational Administration; 12/92*PROFESSIONAL EXPERIENCE

8/92-7/93

**PRINCIPAL***Hibbard Alternative School, Pittsfield Public Schools, Pittsfield, MA**Provided administrative and educational leadership for substantially separate public school serving 100 emotionally disturbed and behaviorally disordered 11-19 year olds.*

8/86-7/92

**EDUCATIONAL LIAISON***Youth Opportunities Unlimited, Taunton, MA**Responsible for representing adjudicated youth, committed to the Department of Youth Services, in negotiations with public schools for appropriate services.*

8/86-2/89

**SCHOOL ADMINISTRATOR***Experiment With Travel, Springfield, MA**Responsible for administration, personnel, program development, and implementation of a Chapter 776 Approved School serving 18 behaviorally disordered adolescents.*

4/85-8/86

**EXECUTIVE DIRECTOR, Beech Hill/Outward Bound***Adolescent Chemical Dependency Program, Beech Hill Hospital, Dublin, NH;**Hurricane Island Outward Bound, Rockland ME**Developed pilot program into year-round half million dollar primary treatment opportunity for 120 adolescents and their families.*

6/77-8/87

**COURSE DIRECTOR/INSTRUCTOR***Hurricane Island and North Carolina Outward Bound; Rockland, ME; Morganton, NC**Implemented Outward Bound courses lasting from 6 to 92 days in both land and sea settings. Worked with all ages in public and special population courses.*

3/81-8/86

**COURSE DIRECTOR/INSTRUCTOR***Stonehearth Open Learning Opportunities, Conway, NH**Planned and implemented courses in backcountry first aid and rescue for college students. Taught refresher courses for Emergency Medical Technicians.*

7/75-8/81

**SUPERVISOR/EDUCATOR***Drumlin Farm, Massachusetts Audubon Society, Lincoln, MA**Schuylkill Valley Nature Center; Philadelphia, PA**Stone Valley Nature Center; State College, PA**Camp Kettle Run - Girl Scouts; Marlton, NJ**Hudson River Sloop Clearwater, Poughkeepsie, NY**Student Conservation Association, Charleston, NH**Taught adolescents and supervised programs in a variety of environmental/outdoor education settings.*PROFESSIONAL AFFILIATIONS/CERTIFICATIONS*New York State Society of Physician Assistants; Past Board Member, Committee Chair**American Association of School Administrators**Association of Experiential Education**Cooperative Extension of Franklin/Hampshire Counties - Camp Howe; Former Board Member**Girl Scouts of America**American Red Cross CPR, First Aid**New England Adolescent Research Institute; Certification in Adolescent Sex Offender Therapy**High School Principal Certification - State of New Hampshire*

**Phyllis J. Woolf, M.Ed.**  
55 Crescent Street  
Northampton, MA 01060  
413-586-0443

## **OFC CERTIFICATION**

Lead Teacher Infant/Toddler Director I - Certificate # 6249; Director II - certificate pending.

## **PRESENTATIONS**

Bright Horizons Educational Retreat (November, 1989):

"Before Words" - enhancing language development in infants.

Preschool Enrichment Team Conference (January, 1989):

"Little People - Big Feelings" - emotional development in infants and toddlers.

NAEYC Annual Conference (November, 1990): with Meg Barden Cline and Heather Cline,

"Quality Childcare through Cooperation of Towns, Corporations, Non-profit Agencies and Childcare Professionals."

YMCA National Childcare Conference (May, 1991):

"All Babies Are Special" - produced video and advocated mainstreaming of infants and toddlers with special needs.

"Program Quality Assessment" - with Meg Barden Cline, trained regional YMCA staff in the use of the Harms - Clifford Environment Rating Scale.

Into the Mainstream Institute / UMass (August 1991): "All Babies Are Special."

Preschool Enrichment Team EC Administrators' Seminar (January 1993):

"Infants & Toddlers & Parents, - Oh My!"

Preschool Enrichment Team - Annual Childcare Conference (March 1993):

"The Whole World in Our Arms."

## **PROFESSIONAL ORGANIZATION MEMBERSHIPS**

NAEYC (member) and Western Mass. AEYC (President).

Childcare Committee of the City of Northampton.

Childcare Worthy Wage Coalition of Western Mass.

**Phyllis J. Woolf, M.Ed.**  
55 Crescent Street  
Northampton, MA 01060  
413-586-0443

## **EXPERIENCE IN EDUCATION AND MENTAL HEALTH**

Present - Integrated Care Coordinator, Preschool Enrichment Team, Springfield, MA.

89-93 - Director, Y's Kids at Bear Hill Infant/Toddler/Preschool Center, Northampton, MA.  
Designed and implemented center founded under contract between YMCA and VA Medical Center.

87-93 - Director, Y's Kids Infant/Toddler Center, Northampton, MA.  
Designed and implemented center founded under contract between YMCA and city.

92 - Faculty, Holyoke Community College, Department of Continuing Education.  
Taught Infant/Toddler Behavior and Development.

86-87 - Infant Teacher, Soldiers Field Park Children's Center, Harvard Business School, Cambridge, MA. Created environment and curriculum of new Infant II Classroom for 10 - 18 month olds.

84-86 - Infant Teacher, Smith College Campus School Department of Education and Child Study, Northampton, MA. 2 - 24 month olds.

84-87 - Private therapy practice, Northampton, MA. Provided dance/movement therapy services to normal, autistic and retarded children and adults.

80-84 - Dance/Movement Therapist, Northampton Area Mental Health Services.  
Served chronic and acutely psychotic adults. Adjunct Faculty, Antioch/New England Graduate School: supervised master's level therapy student.

72-74 - Co-founder/staffer, Hilltown Cooperative School, Plainfield, MA.

## **EDUCATION**

1981        M.Ed., Antioch/New England Graduate School, Keene, NH, in Guidance Counseling / Dance Movement Therapy.

1960        B.A., Boston University, Boston, MA, in Psychology.

1989-90      Univ. of Mass., Amherst and Holyoke Community College. Took credit courses in early childhood education and administration for Director I I/T qualification.

1991-92      Elms College. "Into the Mainstream / Improving the Mainstream." Training institute funded by Mass. Dept. of Education to facilitate mainstreaming of young children with special needs.

1993        FIRST CHANCE; "Integration: Let's take this opportunity for change."

**Robin Jurs**  
2 Cole Road  
Haydenville, MA 01039  
(413) 268-0211

**OBJECTIVE:** Provide Consultation and Technical Assistance to the Early Childhood Community involving administrative and program design, staff development and training, and policy implementation.

### **PROFESSIONAL SKILLS**

#### **Management and administration**

- Own, direct , and administer Toddler-Preschool Program for 3 years
- Owned, directed, and administered Infant-Toddler Child care Program for 7 years
- Assessed on-going effectiveness of program design and implementation; re-designed as necessary
- Interviewed, hired staff for Infant-Toddler and Preschool Programs
- Supervised, coordinated, and evaluated teachers and counselors in children's educational and recreational programs
- Coordinated staff scheduling and training.

#### **Communication and Advocacy**

- Regular communication with staff and parents through staff meetings, parent meetings. conferences, and daily personal contact
- Develop professional networks to expand community resource base for staff and parents
- Designed and presented workshops for child care advocacy events regarding issues of accessibility and quality child care, status, working conditions and wages of child care workers.

#### **Teaching**

- Design and implement daily routines and age-appropriate activities for Infant-Toddler and Preschool Programs
- Delegate program and organizational responsibilities among staff
- Developed on-the-job training for teachers aides and counselors in children's educational and recreational programs
- Assessed children's behavior and made professional referrals where necessary.
- Taught Class, Infant-Toddler Dvelopment.

#### **Creativity**

- Conceptualize and implement organization and program design of Infant-Toddler and Pre-school program.
- Designed graphics for promotional and regular communication material

- Plan and implement daily curriculum goals and activities in Infant-Toddler and Preschool Programs.

## EMPLOYMENT

- 1992-present Teacher, Toddlers, Hampshire College Children's Center, Hampshire College, Amherst, Ma.
- 1989-1992 Owner/Director/Teacher, The Duck Pond, a Toddler-Preschool Program, Oakland, Ca.
- 1988-1989 Consultant to child care community re: issues of starting a childcare program, staffing, and environmental design.
- 1988-1989 Teacher, Infant-Toddler Development Classes, Neighborhood Accreditation Center, Oakland, Ca.
- 1982-1988 Owner/Director/Teacher, The Duck Pond, an Infant-Toddler Childcare Program, Berkeley, CA
- 1979-1982 Long-term substitute Teacher, University of California Child care Services, Berkeley, CA
- 1976-1979 Co-Director, No.-California Interfaith Committee on Corporate Responsibility, San Francisco, CA
- 1974-1985 Childcare Organizer/Coordinator for short term Conferences and Special Events, various locations throughout CA
- 1966-1975 Summer Camp Counselor/Unit Leader/Program Director, Adventure Unlimited Ranches, Buena Vista, CO

## PROFESSIONAL EXPERIENCE/AFFILIATIONS

- 1992-present Regional Delegate, Western Massachusetts Association for the Education of Young Children (AEYC) Governing Board to New England AEYC
- 1986-1992 Member, Child care Employee Project Speakers Bureau, Berkeley, CA
- 1984-1986 Participant, Child care Providers Support Group, Bananas, Berkeley, CA

## EDUCATION AND PROFESSIONAL CREDENTIAL

- 1980-1984 Early Childhood Education Classes, University of California Extension, Berkeley, CA and Merritt College, Oakland, CA
- 1983 Children's Center Permit awarded, Sacramento, CA
- 1976 Master of Divinity, Pacific School of Religion, Berkeley, CA

1970

B.A., French, Principia College, Elsah, Illinois

Reference List Attached.

# Board of Trustees

LEE MacKINNON

3 Edwards Street  
Haydenville, MA 01039  
(413) 268-3384

## EXPERIENCE

1988- present	<b>EARLY CHILDHOOD CONSULTANT</b> Work with parents, early childhood professionals, employers, and community agencies on issues of early childhood education and balancing work and family commitments.	
		<ul style="list-style-type: none"><li>• Write and edit educational materials on such topics as identifying family care needs, workplace child and elder care options, start-up and administration of early childhood programs, and liability</li><li>• Coordinated state Executive Office of Economic Affairs Corporate Family Care Program in W. Mass (1988-92)</li><li>• Co-founded Hilltown Family Center (Cummington, MA ; 1991-92)</li></ul>
1988-89	<b>INSTRUCTOR, Child Development</b> North Adams State College	North Adams, MA
1985-88	<b>DIRECTOR</b> Child Care Connection	Worcester, MA
1983-85	<b>OPERATIONS MANAGER FOR CORPORATE SERVICES</b> Child Care Resource Center	Cambridge, MA
1982-83	<b>TEACHER</b> University of Massachusetts Child Care	Amherst, MA
1979-1982	<b>DIRECTOR/TEACHER</b> Derby Street Daycare Center	Berkeley, CA

## EDUCATION

**HARVARD UNIVERSITY**  
Ed. M., June 1984

**WILLIAMS COLLEGE**  
B. A., Magna Cum Laude, June 1979  
Major in Psychology with concentration in Sociology.  
Elected to Phi Beta Kappa, Junior Year.

## PUBLICATIONS

**Worksite Centers: A Child Care Guide for Employers & Developers**  
(Building Owners & Managers Association, 1992)

*Nontraditional Approach To Employee Benefits Benefits Employers*  
**Business & Industry**  
(Associated Industries of Massachusetts, April 1992)

**Corporate Family Care: Creating Family Supportive Work Environments**  
(Massachusetts Executive Office of Economic Affairs, 1990)

**REFERENCES** Available upon request.

# Board of Trustees

Sarah E. Stull  
63 Hawley Street  
Plainfield, MA 01070  
(413)634-5013

## Education:

University of Massachusetts, Amherest, MA  
B.S. in Mechanical Engineering, 1993  
-Award: Engineering Award for Exemplary  
Academic Performance, Spring 1992,  
Fall 1992

Northfield Mount Herman High School, Northfield  
MA Graduated 1980  
-Member: National Honor Society

## Work Experience:

1992- Carpenter, Self Employed  
-Residential remodelling, Cabinet making,  
and Masonry

1989-1993 Director, Western Mass Women in the Trades  
-organizing and facilitating local and  
statewide supportgroups, workshops and  
conferences for women working in blue  
collar trades

1992 Teaching Assistant, University of Massachusetts,  
Amherst, MA  
-set up and conducting lab experiments in  
Fluid Dynamics, correcting tests and papers

1991-1992 Instructor, Summer Arts Program, Southampton, MA  
-taught art to children ages 4-12, designed  
curriculum both years

1989-1990 Carpenter Apprentice, with Hideto Tagaki:Master  
Carpenter, Kuwana, Japan  
-specialized in use of Japanese hand tools and  
construction of traditional Japanese timber  
frame buildings

1986-1989 Carpenter/Fine Woodworker  
-various residential carpentry jobs in  
Western Massachusetts and Seattle, WA,  
design and creation of fine furniture

PAUL TUCKER  
30 BRIAR HILL ROAD  
WILLIAMSBURG, MA. 01096

## Board of Trustees

### Curating

- 1989-90 Curator of "Myths & Glyphs" Bronx River Art Gallery, NY  
1989 Co-curator with Lucy Lippard of "Whose Wars"  
Bronx River Art Gallery, Bronx, NY  
1989 Co-curator, Art Against Apartheid, Bronx River and  
Westbeth Art Galleries, NYC  
1985 Curator, Medgar Evers College Group Show, Brooklyn, NY  
1984 Co-curator, Art Against Apartheid, Abyssinian Baptist  
Church and Westbeth Gallery, NYC  
1981-83 Curator and Coordinator of Exhibition Installations  
Ward-Nasse Gallery, NYC  
1974-75 Curator of season's exhibitions  
The Artists' Cooperative, Woodstock, NY

### Solo Exhibitions

- 1987 Abraham Goodman House Gallery, NYC  
1983 Ward-Nasse Gallery, NYC  
1980 Ward-Nasse Gallery, NYC  
1979 Ward-Nasse Gallery, NYC  
1975 The Artists' Cooperative, Woodstock, NY  
1974 The Artists' Cooperative, Woodstock, NY  
1972 Marist College, Poughkeepsie, NY

### Group Exhibitions

- 1990 Carlos LaMagne, NYC  
1989 Artists' Against Apartheid City Wide Exhibition, NYC  
1988 Anita Shapolsky Gallery, NYC  
Still-Zinsel Gallery, New Orleans, LA  
1986 Medgar Evers College, Brooklyn, NY  
1985 Boruca College, Brooklyn, NY  
1984 Artists' Against Apartheid, Abyssinian Baptist Church  
Artists' Against Apartheid, Westbeth, NYC  
The Cork Gallery at Lincoln Center, NYC  
1980-85 Ward-Nasse Gallery, NYC  
1982 The Cork Gallery at Lincoln Center, NYC  
1981-82 Kristen Richard Gallery, NYC  
1981 Gallery on the Green, Lexington, Massachusetts  
1980 Lever House, NYC  
1979 Newbury Works, Boston, Massachusetts  
1976-79 Ward-Nasse Gallery, NYC  
1975 Gallery of July & August, Woodstock, NY  
1971-75 Woodstock Artists' Association, Woodstock, NY  
1969-70 Studio Workshop, Woodstock, NY  
1969 Walcott Fields Gallery, NYC

PAUL TUCKER  
30 BRIAR HILL ROAD  
WILLIAMSBURG, MA. 01096

Biography

- 1950 Born on January 14 in New York City  
1969-73 Studied at Temple University, The Arts Students League,  
            The Studio Workshop and The Graphics Workshop  
1973 Lived in Mexico, studied independently  
1974-75 Co-founded and chaired The Artists' Cooperative  
1976 Studied at The DeCordova Museum, Lincoln, Massachusetts  
1980 Studied at Massachusetts College of Art, Boston  
1981-84 Member of the Board of Directors  
            Ward-Nasse Gallery, NYC  
1983-85 Guest Lecturer of Art at Fairfield University, Connecticut  
1985 Recipient of Yasuo Kuniyoshi Studio, Woodstock, NY  
1988-90 Gallery Coordinator and Instructor of Drawing and  
            Painting, Bronx River Art Center, Bronx, NY

# Board of Trustees

## RESUME

Phoebe Westwood Bushway  
224 West St.  
Cummington, MA 01026

October 15, 1994

## EDUCATION

1979 - 1981 M.S.	University of Connecticut, Storrs, CT Graduate program in Maternal - Child Nursing
1974 - 1977 B.S.	University of Massachusetts, Amherst, MA Undergraduate program in Nursing (Nutrition)
1971 - 1973	Hampshire College, Amherst, MA
1966 -1970	Shaker Heights HIgh School Shaker Heights, Ohio

## PROFESSIONAL EXPERIENCE

1987 - 1994	Public Health Nurse (part time, per diem) Visiting Nurse Association of Northern Berkshire, Williamstown, MA
1985 - 1987	Public Health Nurse, Maternal-Child Health Program, Visiting Nurse Association of Northern Berkshire, Williamstown, MA
1984 - 1985	Staff Nurse (Maternity, Labor & Delivery, and Nursery), North Adams Regional Hospital, North Adams, MA
1983	Staff Nurse, Hana Medical Center, Hana, Maui, Hawaii
1982	Clinic Nurse, The Baum Clinic, Wailuku, Maui, Hawaii
1979	Maternal-Child Health Nurse, Franklin County Home Health Care, Greenfield, MA
1977 - 1979	Staff Nurse, Infant Unit, Mott Childrens' Hospital, Ann Arbor, Michigan
1977	Project Nurse, Massachusetts Migrant Education Program, Holyoke, MA

# **Supporting Educational Consultant**

## **Penny Schultz**

HC Box 77B • Plainfield, MA 01070  
(413) 634-5678

### **TEACHING EXPERIENCE**

<b>Music Teacher, Grades K-6</b> Davenport School, Chesterfield, MA	1990-present
<b>Music Teacher, Grades K-6</b> Goshen Center School, Goshen, MA	1989-present
<b>Leader of monthly Community Sings</b> Earthdance Creative Living Project, Plainfield, MA	1989-present
<b>Founder and Director</b> Earthdance Day Camp, Plainfield, MA A creative arts summer camp for seven through twelve year olds where mask-making, music and creative movement are the tools for creating original stories about the natural world.	1988-present
<b>Teacher</b> Earthdance Creative Living Project, Plainfield, MA Teach private classes for children, ages pre-school through grade four weaving together music, dance and story telling.	1987-present
<b>Music Director, Grades K-8</b> Cambridge Friends School, Cambridge, MA The program, which I was largely responsible for developing, emphasized the participatory, creative aspects of music-making and dance. A brief description of the curriculum is attached.	1976-1986
<b>Music Director, Ages 2-14</b> Cambridge Montessori School, Cambridge, MA	1973-1976
<b>Music Director</b> Shady Hill Summer Arts Program, Cambridge, MA	1977-1979
<b>Music Director</b> Windhover Creative Arts Summer Camp for Girls, Rockport, MA	1976
<b>Piano Teacher, Dance Accompanist</b> Elma Lewis School of Fine Arts, Roxbury, MA	1973-1976

**EDUCATION**

Authentic Movement intensive with Carolyn Sadeh and Susan Schell (One full day a week) Hadley, MA	1987-1988
Contact Improvisation with Susan Schell (Weekly) Northampton, MA	1986-1987
Workshops in Dance Improvisation (Periodic Weekends) Various locations	1986-present
Fiddle Classes with Allan Block, Cambridge, MA	1980-1984
African Drumming Classes with Nuru Dafina, Jamaica Plain, MA	1975-1978
Private Piano Lessons with Patricia Zander, Cambridge, MA	1970-1974
Classes at the New England Conservatory, Boston, MA With Victor Rosenbaum (piano) and Lorna Cooke DeVaron (conducting, chamber singers, chorus) among others.	1968-1970
B.A., Wells College, Aurora, NY	1968

**PERFORMING***Pennywhistle & Strings performances*

*Pennywhistle & Strings* is a trio I founded in 1989 which specializes in family and children's concerts. Many of our performances have been sponsored by the Massachusetts Cultural Council.

Plainfield Town Hall, Winter Solstice Concert. December 1991  
 Sanderson Academy, Multicultural Day Concert. May 1991  
 Cummington School, Children's Concert. February 1991  
 Ashfield Town Hall, Winter Solstice Concert. December 1990  
 Goshen Town Hall, Family Concert. October 1990  
 Buckland Library, Family Concert. August 1989  
 Plainfield Town Hall, Memorial Day Concert. May 1989  
 Assorted programs for local granges, church and community groups in Cummington, Shelburne Falls, Huntington and Plainfield, MA.

**SOLO PERFORMANCES***Movement Arts at Thorne's*

Multicultural concert and workshop in African American history through music. February 1992  
 Berkshire Trail Elementary School, Irish Music concert, Spring 1992  
 Worthington Library, Family concert. Winter 1991  
 Plainfield Library, Family concert. July 1989

## Penny Schultz

HC Box 77B • Plainfield, MA 01070  
(413) 634-5678

### ADDENDUM

#### A Description of the Curriculum of the Music Program at the Cambridge Friends School, 1976-1986

The curriculum was diverse, flexible and engaging for the children. Vocal music was at the core, but I also taught African drumming, composition, creative movement, international folk dancing, New England Square/Contra dancing, and directed numerous instrumental ensembles and musical plays. Classes encompassed a wide range of musical styles: we sang music from the classical and romantic periods, du-wah songs from the 50's and 60's, operettas by Gilbert and Sullivan, Elizabethan madrigals, blues, a wide range of folk songs, music written by contemporary composers and original music composed by the children.

Music was frequently integrated into other academic areas. I taught a class in storytelling and music in which children accompanied their tellings with original songs and the sound of percussion instruments. The history teacher and I developed the following curriculum for 7th/8th grades: "Labor History and Music", "Songs of Change: The Civil Rights Through Music", and "Women's History and Music". I directed the 8th grade in the creation of an original musical based on peer issues of racism. The kindergartners created a music book (with original notation) as part of their language arts program. In 3rd/4th grades, as part of a study of evolution, the children developed a creative movement piece about the birth of the universe. A study of the environment produced a music sculpture made out of found objects.

In addition, as part of my job, I organized weekly all-school assemblies (which included leading all-school singing as well as scheduling children and guest performances) and I directed the after-school program of instrumental lessons.

*Supporting Educational Consultant*

Lella Gandini is an author of children's books, books for parents and teachers and a correspondent for the Italian early education magazine Bambini. Each year she spends time in Italy doing in-service training with preschool teachers in the cities of Reggio Emilia, Pistoia and Trento, while for educators in the U.S. she interprets current trends in Italian early childhood education. She serves as official liaison in the United States for the Administration of Early Childhood Education of the Municipality of Reggio Emilia, having worked for long to bring to the U.S. the Reggio Emilia exhibition, The Hundred Languages of Children. She holds a doctorate in early childhood education from the University of Massachusetts at Amherst, and devotes her research efforts to cross-cultural studies of parenting and early education. After many years of teaching at Smith College she is now adjunct professor in the School of Education at the University of Massachusetts, Amherst.

address:

**Lella Gandini**  
33 Washington Ave.  
Northampton MA 01060  
tel. 413 584 3682

RESUME

CATHY WEISMAN TOPAL  
2 Langworthy Rd.  
Northampton, Mass. 01060  
(413) 584-1169

WORK EXPERIENCE

1974 to present. SMITH COLLEGE, Northampton, Ma. Lecturer  
in Art Education

1974 to present. SMITH COLLEGE CAMPUS SCHOOL, Northampton,  
Ma., Art Teacher

Summers 1974 and 1975. GRADUATE INSTITUTE OF OPEN  
EDUCATION, ANTIOCH COLLEGE, Newton, Ma. Teacher of Visual  
Arts

1970 to 1974 JOHN W. WEEKS JR. HIGH SCHOOL, Newton, Ma., Art  
Teacher

Summers 1970, 1971. NEWTON CREATIVE ARTS CENTER, Newton,  
Ma.

Summer 1969. HARVARD-NEWTON SUMMER PROGRAM, Newton, Ma.,  
Art teaching practicum

EDUCATION

6/1969 TO 6/1970. HARVARD GRADUATE SCHOOL OF EDUCATION  
and THE CARPENTER CENTER, Cambridge, Ma.,  
Master of Arts degree in the Teaching of Visual Arts

9/1965 to 6/1969. CORNELL UNIVERSITY, Ithaca, N.Y.,  
Bachelor of Arts degree. Graduated with honors

3/1993 PRE-SCHOOL TEACHERS OF SPRINGFIELD, MASS. A Clay workshop was presented during an inservice day to encourage teachers to do more three-dimensional work with young children.

11/1992 SMITH COLLEGE, organized and was one of three speakers at a presentation sponsored by the Smith College Sept. of Education and the Smith College Campus School on "The Reggio Emilia Approach"

10/1992 EAST ASIAN STUDIES CONFERENCE, Boston, Mass. Gave a workshop on "East Asian Black Ink Painting."

4/1992 CHAPTER 188 EARLY CHILDHOOD GRANT AND THE NORTHAMPTON PUBLIC SCHOOLS: Presented two workshops called "Faces" which were workshops for parents, teachers and children

5/1992 NATIONAL ART EDUCATION ASSOC. CONVENTION, Phoenix, Arizona. Scheduled to give two presentations in conjunction with my two books - one on painting, one on sculpture

2/1991 DAYTON ART INSTITUTE, Dayton, Ohio. All day clay workshop for elementary art teachers in conjunction with the exhibition, The Hundred Languages of Children from Reggio Emilia, Italy

5/1990 to present. Six presentations to various educational groups on the early childhood schools of Reggio Emilia, Italy

1/1989. IOWA ART EDUCATION ASSOCIATION. Davenport, Iowa. Keynote Speaker for convention, two workshops.

6/1988. OUR LADY OF THE ELMS COLLEGE, Chicopee, Ma., "Integrating Art with the Curriculum", presentation and workshop

5/1988. FAIRFAX COUNTY SCHOOLS, Fairfax, Va., Clay workshop for the system's fifty elementary art teachers

4/1987. NATIONAL ART EDUCATION ASSOCIATION CONVENTION, Boston, Ma., Clay Workshop

2/1986. NORTHAMPTON PUBLIC SCHOOLS, Northampton, Ma., Clay Workshop for all elementary classroom teachers in the system

1/1986. VALLEY HUMAN SERVICES, INC., Westfield, Ma., talk and workshop on early childhood art

4/1985. INDEPENDENT SCHOOL ASSOCIATION CONVENTION, Sturbridge, Ma., Clay Workshop

6/1985. STATE DEPARTMENT OF EDUCATION: TENNESSEE, Jackson, Tenn., Clay workshop for elementary classroom teachers from Western Tennessee

5/1984 and 5/1985 METROPOLITAN MUSEUM OF ART, New York, N.Y., special events in the Children's Bookshop

6/1984. COOLEY-DICKENSON HOSPITAL, Northampton, Ma., "Why Is Art Basic?", talk to benefit local hospital

11/1983. NEW ENGLAND ART EDUCATION ASSOCIATION CONVENTION, Providence, R.I., Clay Workshop

## PUBLICATIONS

Cathy Topal

CHILDREN AND PAINTING, Davis Publications, Inc. Worcester, Ma., 1992

DISCOVER ART: Art Print Guide, Grades 1-3, Davis Publications, Inc., Worcester, Ma., 1987.

"Design and Composition Games for Young Children". SCHOOL ARTS MAGAZINE, March, 1985.

CHILDREN, CLAY AND SCULPTURE, Davis Publications, Inc., Worcester, Ma., 1983.

"Faces in Clay Relief", SCHOOL ARTS MAGAZINE, December 1982.

"Concepts and Clay Skills in the Elementary Classroom". SCHOOL ARTS MAGAZINE, NOV., 1980.

"Sculpting Figures", INSTRUCTOR MAGAZINE, accepted.

"How to build your own Silkscreen", JOURNAL OF OPEN EDUCATION, Vol. 11, No. 1, Fall 1973.

"How To Have Fun With Your Silkscreen", JOURNAL OF OPEN EDUCATION, Vol.11, No. 1, Fall 1973.

## Supporting Educational Consultant

Ronald B. Woodland  
Lindsey Hill Road  
Worthington, Massachusetts 01098

Telephone: 413-238-5318

### Education:

- \* B.S. Degree In Geology, University of Massachusetts, Amherst (graduated Magna Cum Laude)
- \* M.S. Degree in Environmental Engineering, University of Massachusetts, Amherst (emphasis on environmental health)
- \* Teaching certification at the elementary and secondary school levels
- \* Additional course work in computer science and mathematics

### Work Experience:

- \* Currently, Planetarium Director, Bassett Planetarium and Group Tour Coordinator, Pratt Museum of Natural History, Amherst College, Amherst Massachusetts
- \* Ten years of teaching at elementary, secondary and two year college levels, most recently a tenured position teaching high school mathematics, physics and computer programming
- \* Teacher-trainer and Health Educator for the Health Promotion Institute, Northampton, MA, (working with teachers coordinating programs dealing with legal and illegal drug abuse, primarily tobacco), 2 year grant
- \* Free Lance Lecturer (in astronomy and natural history) for various organizations including the Hampden County Collaborative for Public School Excellence in Math and Science, the Five College Partnership, Northfield Environmental Center, etc.
- \* Administrative Assistant, Institute for Man and Environment (coordinated the review of Environmental Impact Reports), 18 month grant
- \* Director of the annual Vermont Ecology Course (a week long residential training program for nature camp counselors), Pittsford, VT, four years
- \* Director of the Environmental Program and Organizer of the Canoe Trip Program, Appel Farm Arts and Music Center for Children, Elmer, NJ, three summers

Volunteer Activities:

- \* Massachusetts Audubon Society:
  - \* Guest program leader for various M.A.S. sanctuaries including, currently, Arcadia, Pleasant Meadows and Cande Meadows
  - \* "Nature College" lecturer, FOCUS OUTDOORS, since 1967
  - \* Coordinator of FOCUS OUTDOORS "star parties"
- \* various community organizations such as 4-H, Cub Scouts, local schools, Worthington Recreation Committee, etc.:
  - \* Program Leader (usually astronomy and/or natural history related)
  - \* Youth Leader
- \* Springfield Stars (and, formerly, Amateur Telescope Makers of Boston):
  - \* Speaker
  - \* Observing Chair
- \* Connecticut River Valley Astronomical CONJUNCTION:
  - \* Coordinator
  - \* Speaker

\* Awards and Honors:

- \* Astronomical League, Regional Award (Northeast Region), for contributions to amateur astronomy, 1983
- \* Wilson Award for academic achievement in geology
- \* Elected to the Phi Kappa Phi Honor Society
- \* Cited for contributions to the Research Station for Satellite Observation, Operation Moonwatch, (youth member)

Interests:

- \* Astronomy
- \* Telescope Building
- \* Natural History
- \* Early Music Performance
- \* Musical Instrument Construction
- \* Computers and Electronics
- \* Hiking, Bicycling etc.

\*\*\* REFERENCES UPON REQUEST \*\*\*

# **Supporting Professional Consultant**

VICTORIA E. YOSHEN  
105 NORTON HILL ROAD  
ASHFIELD, MA 01330  
(413) 628-4517

## **SUMMARY**

General accountant with strong management experience, enjoys improving systems, skilled in implementing computer packages.

## **EXPERIENCE**

- 1989-present: ACCOUNTING SUPERVISOR for Children's Aid & Family Service in Northampton, MA. Head a team of four providing all the financial reports, budgets, billing, payroll, payables and front office work for a human service agency with several programs. Financial liaison to staff and Board.
- 1986-present: FINANCIAL DIRECTOR of Earthdance Cooperative and Earthdance Creative Living Project, Inc., Plainfield, MA. Created, with six others, an intentional community that evolved into a dance center. In charge of all financial reports and "deals", such as mortgages, closings, IRS status, cost projections (we built several large buildings), and juggling.
- 1986-1989: FULL CHARGE BOOKKEEPER for Donald Todrin, Esq. On a part-time basis kept books for a small law firm. New to the Western Massachusetts area with an infant; sibling arrived December '88.
- 1978-1986: FULL CHARGE BOOKKEEPER & MANAGER for several small businesses in the Boston area: WMB CONSULTING, a firm that tripled in size in the 2.5 years I was there while adding only one other support staff. The BOSTON FOOD COOPERATIVE, where I was both a bookkeeper and floor manager for two years. In both businesses I converted the bookkeeping and data management systems from manual to computer. I also worked for an accountant, ED SCRIBNER, CPA, summarizing clients' financials for taxes and training day care centers in IRS guidelines. For three years I handled the finances of INTERFACE, a workshop center in holistic studies. Independently, I consulted with beginning businesses to help straighten out finances and set up customized systems.

## **EDUCATION**

- 1975-1977: INTEGRATIVE STUDIES PROGRAM - Pratt Institute, Brooklyn, NY.  
1970-1974: Chicago Public H. S. for Metropolitan Studies, Chicago, IL.

## **PERSONAL**

A general accountant by inclination, I take pleasure in detail, accuracy, and complete information. My history with various small businesses gives me a range of skills beyond the more traditional training. In addition to full-charge bookkeeping and office management I have been responsible for cash flow management, grant and loan preparation, presentation of financial reports, inventory, personnel supervision, cooperative decision making, auditing and analysis, understanding and implementing computer systems. My strengths include working well with people, streamlining or creating efficient systems, learning quickly, and dependability.

# **Supporting Professional Consultant**

## **Curriculum Vitae**

*Thomas Murray*

105 Norton Hill Road

Ashfield, MA 01330

413-628-4517

email: TMurray@cs.umass.edu

## **Education**

Ed.D.	1991	University of Massachusetts	(Education)
M.S.	1988	University of Massachusetts	(Computer Science)
M.Ed.	1985	University of Massachusetts	(Education)
B.S.	1979	Worcester Polytechnic Institute	(Physics)

## **Interests and Focal Areas**

General area of interest and experience is in computer-based instruction, training, and performance support systems that use artificial intelligence or state of the art technology. Doctoral program included work in instructional theory and cognitive psychology. Dissertation involved a study of software tools to facilitate hands-on participation of instructors in building intelligent tutoring systems. Research interests include knowledge representation and knowledge acquisition in intelligent tutoring systems for education and training; intelligent interactive multimedia training systems; architectures for multiple tutoring strategies; methods and software for involving instructional experts in tutoring system development; qualitative evaluation methods and user-participatory design; and example-based strategies for teaching concepts.

## **Professional Experience**

Senior software engineer and project manager, ABB Power Plant Labs Advanced Computers and Controls Group (9/91 to present). Project areas include intelligent interactive multimedia training systems, video/data conferencing, neural networks applied to process monitoring, image analysis, scientific visualization, and PC-based expert systems.

Research Assistant, University of Massachusetts (1/86 to 6/91). Working with Beverly Woolf, Computer and Information Science Department (NSF and Apple Computers Inc. funding). Design, programming, and research of intelligent tutoring systems (ITS)—mainly a knowledge acquisition system for ITS. Supervised the work of eleven people working on related projects.

Research Assistant, University of Massachusetts (9/85 to 9/87, 17 months interspersed). Working with John Clement, Scientific Reasoning Research Institute (formerly the Cognitive Processes Research Group) (NSF funding). Computer implementation of an analogy-based science tutoring strategy; Research on the concept of co-variation in algebra problems (design of the evaluation instrument and protocol analysis of video-taped student problem solving sessions).

Process engineer at Texas Instruments, Inc., Dallas, TX (1979 to 1982). Implemented and characterized state-of-the-art semiconductor manufacturing process called "electron beam lithography;" supervised four technicians.

# Supporting Professional Consultant

## GERALD HERSH

Sears, Casagrande, & Hersh  
244 Main Street  
Northampton, MA 01060  
Tel: 413-584-2666

### **Education/Degrees:**

Enrolled Agent. April 1991

Master's of Accounting . University of Massachusetts

Degree Aug. 1990 Academic Achievement Award, April 1989

Teaching Certification Programs. University of Massachusetts. 1977-81

B. S. in Environmental Education. Cornell University. 1974

Numerous Federal Tax Seminars and workshops.

### **Experience:**

Professional Tax Preparer/Business Advisor for individuals, non-profits, and small businesses since 1975

- \* Currently a partner in Sears, Casagrande, & Hersh, of Hadley, MA
- \* Established in-house accounting and tax computer use.
- \* Provides full range of business services to wide range of small business.
- \* Provides volunteer services to IRS Senior Citizens Tax Assistance Program.

Research Assistant for Small Business Administration at UMass, Fall '88

- \* Customized Lotus spreadsheets to formulate financial ratios
- \* Developed recommendations to small firms for raising venture capital

Educational Coordinator/Teacher. Tri-County Youth Program, Inc. 1982-1987.

- \* Developed and directed a school servicing troubled adolescents
- \* Team member in Nexus Foster Care strategic decisions and client supervision
- \* Supervised federal funded teachers and budget, college interns, and volunteers
- \* Created unique programs in Computer Literacy, Pre-vocational and Life Skills

Experience in numerous businesses and professions enables me to better serve a variety of clientele.

- \* Builder of own house in Leverett (1988-present)
- \* Co-Head teacher of a Middle School for Special Needs students (1978-1980)
- \* Science Teacher, Naturalist, Recreational Consultant, College Math

Instructor,

and Planetarium Instructor (1973-1988)

- \* Program Director of large Summer Day Camp for disabled children (1982)
- \* Outdoors Director of large summer camps (7 Summers)
- \* Woodlot Manager (1972)
- \* Owned and operated a small retail store and craft businesses (1970-80)

### **References:**

Paul Rilla - Tri County Youth. Northampton, MA 01060

Robert Sears - Sears, Casagrande, & Hersh, Hadley, MA 01035

# **Supporting Professional Consultant**

**RESUME of Seymour M. Rosen**  
75 Depot Road  
Haydenville, MA 01039  
(413) 268-0218

## **EDUCATION**

A. B. English Literature, Brown University, 1950  
M. A. Slavic Languages and Literature, Columbia University, 1952  
Ed. D. Education Administration, Catholic University, 1982

## **WORK EXPERIENCE**

1953-1960 Research Analyst, U.S. Government  
1960-1985 Comparative Education Specialist, U.S. Department of Education: Reported on education developments in USSR AND Eastern Europe. Monitored education research in Israel and E. Europe. Reviewed proposals for foreign language and area programs in U.S. colleges and universities.  
1987-1993 Member of Liz Lerman Dance Exchange, including performances and community work with seniors and children.

## **Appendix B. Letters of Support (Section 9)**

Superintendent of Schools  
(413) 527-7200  
Fax (413) 529-9497

19 Stage Road  
Westhampton, Mass. 01027

HAMPSHIRE REGIONAL SCHOOL DISTRICT  
CHESTERFIELD/GOSHEN REGIONAL SCHOOL DISTRICT  
and the PUBLIC SCHOOLS of  
SOUTHAMPTON    WESTHAMPTON    WILLIAMSBURG

Special Education  
(413) 527-7202

RICHARD E. DRAGON  
*Superintendent*

WILLIAM G. ERICKSON, Ed.D.  
*Assistant Superintendent*

G. ANTHONY RYAN, Ed.D.  
*Director of Pupil Personnel Services*

JAMES R. FREEBOURN  
*Business Administrator*

August 5, 1994

Dr. Piedad Robertson  
Secretary of Education  
1 Ashburton Place, Room 1401  
Boston, MA 02108

Dear Dr. Robertson:

This letter is in support of the mission and objectives of the Hilltown Charter School and their application dated February 15, 1994.

I have been professionally associated with many of the founding members and know them to be capable and sincere in their efforts to provide an alternative education program for our area. They have been generous in their communications with the local schools and recently met with the Williamsburg School Committee to explore ways the Charter School and local schools can work together.

I feel there is much we can learn from each other and hope that your office will support this effort with additional technical and financial assistance.

Sincerely,

Richard E. Dragon  
Superintendent of Schools

RED:lc

Superintendent of Schools  
(413) 527-7200  
Fax (413) 529-9497

19 Stage Road  
Westhampton, Mass. 01027

HAMPSHIRE REGIONAL SCHOOL DISTRICT  
CHESTERFIELD/GOSHEN REGIONAL SCHOOL DISTRICT  
and the PUBLIC SCHOOLS of  
SOUTHAMPTON   WESTHAMPTON   WILLIAMSBURG

Special Education  
(413) 527-7202

RICHARD E. DRAGON  
*Superintendent*

G. ANTHONY RYAN, Ed.D.  
*Director of Pupil Personnel Services*

WILLIAM G. ERICKSON, Ed.D.  
*Assistant Superintendent*

JAMES R. FREEBOURN  
*Business Administrator*

July 7, 1994

Piedad Robertson, Secretary of Education  
1 Ashburton Place, Room 1401  
Boston, MA 02108

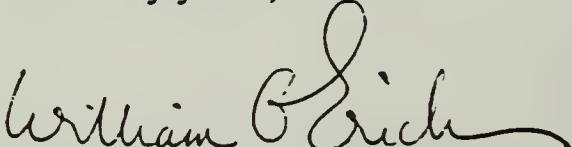
Dear Dr. Robertson,

This letter will strongly endorse the efforts of the Hilltown Cooperative Charter School in revising their application for continued development of a new and exciting educational program for youngsters from Williamsburg and other area communities we serve.

Support of such ventures by the public schools is grounded in our sincere commitment to the availability of excellent educational opportunities for all residents and the importance of maintaining strong links that would benefit students who might wish to make a transition between the public and private schools in the future. Furthermore, we believe the existence of alternative education programs in our communities enhances the quality and diversity of shared professional staff development experiences and collegial support for teachers and educators.

Please give your full consideration and continued support to the Hilltown Cooperative Charter School.

Sincerely yours,

  
William G. Erickson, Ed.D.  
Assistant Superintendent

# MOUNTAIN BROOK CHILDREN'S CENTER

RFD 1, Route 116

South Deerfield, Massachusetts 01373

(413) 665-4560

August 15, 1994

Piedad Robertson  
Secretary of Education  
1 Ashburton Place  
Boston, Massachusetts

Dear Madam Secretary,

I am writing in support of the Hilltown Cooperative Charter School. In my estimation, the vision that has been developed for this school is educationally innovative and based on sound principles of child development and learning. Those who are leading this effort are committed to a community based program that offers exciting, challenging and hands-on educational opportunities for the children with as much parent involvement as is feasible.

My involvement in the Hilltown School includes consultation regarding overall concept, administration and implementation issues. I have had several meetings with the founders Bill Cutler and Lee McKinnon and I have met with the Curriculum Committee to discuss issues of day to day functioning of the classrooms. Though community-based decision making is a difficult process at best, I believe that this group has managed to uphold its commitment to inclusion and diversity. In a sense, the vision of the school has begun to be realized even in the process of its development.

I have known the President of the Board of Directors, Lee McKinnon for several years. We have collaborated on other educational projects. I have also known Bill Cutler for over a year. I find them both to be intelligent, kind and caring people of high moral and ethical standards. They have a keen understanding of the characteristics of an innovative, stimulating educational setting. I can't imagine the Hilltown School being in better hands.

In a very short period of time, the Hilltown Cooperative Charter School founding committee, and all those who have served on other committees, have developed a dream, located a home and created a family. I urge you to give them the full support of the Commonwealth.

Sincerely yours,



Elizabeth M. Austin, Ed.D.  
Psychologist/Educator

All the flowers of tomorrow are in the seeds of today.

Worthington Health Association, Inc.  
Serving the Hilltown Community

Old North Road • Worthington, MA 01098-9753 • 413-238-5511  
FAX 413-238-5358

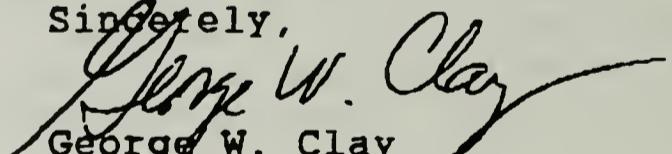
September 22, 1994

Piedad F. Robertson  
Secretary of Education  
Executive Office of Education  
1 Ashburton Place  
Boston, MA 02108

Dear Secretary Robertson:

I am pleased to write this letter in support of the Charter School Application submitted by the Western Mass. Charter School Collaborative. As an active participant in the planning of community development strategies in the hilltown area, I am completely in support of the objectives presented in the application. I have reviewed the application and discussed it with members of the collaborative, and I feel that they are very well prepared to make maximum use of the funding they request. I encourage you to act favorably on their application and extend to them your assistance in making the Hilltown Charter School a reality.

Sincerely,

  
George W. Clay  
Executive Director



# Seva Foundation

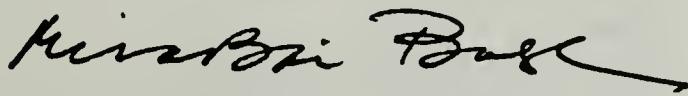
February 14, 1994

To Whom It May Concern:

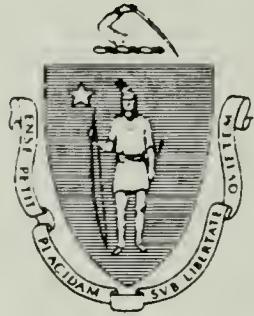
I would like to state my support for the Hilltown Charter School Proposal. Holder of a degree in education, my professional career has included teaching in high school and in the university, volunteer work in preschool and elementary school, and the current development of The Learning Tree, an alternative education program in Springfield. For the Seva Foundation, I develop educational programs in rural settings in Guatemala and organize conferences and workshops on international education and development. My diverse experience has led me to appreciate the importance of relating the educational method to the local environment.

Moving to Williamsburg from Cambridge three years ago, I have watched my own life change, as growing food, caring for trees and the soil, chopping wood, supporting the farmers' market, and sponsoring community gatherings have all become important even as I continue to work at my computer and FAX and make regular trips to Bradley. My own son, Owen, attended Cambridge Friends School, a school that was seamlessly integrated into the local community and drew from the resources there, from Harvard Law School to the talents of the diverse parent population. An alternative model here could create an interactive relationship with this community that would be unique for the Hilltowns, yet replicable in other rural settings.

I have known Penny Schultz for 16 years. I can think of no one more qualified to work on this project. As music director for Cambridge Friends School, she was the center of an innovative cultural life at the school that developed sparks of talent in students into fires of creativity. Owen and his 21-year-old friends still credit her as their major creative influence. She worked with each new class and group to find the form that was right for them. Performances were never the traditional awkward cute-child presentations--they were amazing, innovative, awakening experiences for participant and audience alike. In fact, it was a hallmark of Penny's work that audiences found themselves being participants as well, always strengthening the community as she celebrated it. I would very much like to see what she and others in this extraordinary community could do for the children here. I urge you to support this proposal.



Mirabai Bush  
Director, Project Action Group for Guatemala



The Commonwealth of Massachusetts  
House of Representatives  
State House, Boston

February 13, 1994

Secretary Piedad Robertson  
Executive Office of Education  
One Ashburton Place, Room 1401  
Boston, MA 02108

Dear Secretary Robertson:

I write in support of the application of The Hilltown Charter School. I believe that this proposal addresses the need for an alternative educational opportunity in the most rural region of the Commonwealth.

The establishment of this Charter School would fill a void that currently exists in the public school systems in my District. There is need for a family oriented, academically sound school which emphasizes the values and heritage of rural life. For the most part, school districts are based on urban educational models. Their curriculum often does not involve study of the environment in which they exist, including agriculture, forestry and other resource-based activities. As such, they are often viewed as distant from the communities they serve. I am impressed with the deep commitment to community that is seen throughout this proposal. The involvement of a broad cross section of people will ensure that the educational program will meet community needs.

Because of the long distances in rural Massachusetts, children and parents have few options for alternative education. I believe that the Hilltown Charter School proposal will provide an innovative choice in a traditionally under served region. I know that competition for funding will be intense, but I strongly recommend approval of this proposal.

Yours truly,

*Stephen Kulik*  
Stephen Kulik  
State Representative  
First Franklin District

March 3, 1994

To Whom it may concern:

Charter

I would like to explain my endorsement of the Hilltown Center School Proposal, by way of explaining my background and obvious interest in the education of children. I have worked with children as a teacher and art therapist for 26 years. I have been involved in the starting of and teaching at an alternative school in Vermont. I have studied and learned about the value and successes of the Reggio Emilia approach to teaching environments, community approaches and classroom techniques. I know some of the people involved in trying to start the Hilltown Center School. I am excited about the project because the people involved are seasoned and creative educators. They have had many experiences in the public and private sectors of education. Their view of what they are taking on is full of the right kind of idealism, (they are too experienced to be too idealistic.) They are committed, intelligent people and I know they can make it work. I have read the mission statement and have had discussions with some of them about their plans. I think the plans are solid and well considered. I know this community well and feel it is the perfect place for this kind of school. It is a community where all ages are intertwined, where parents are interested in the commitment of being a part of their children's education. There are many parents here who would consider the education of their children and the involvement in that education to be an enrichment of their own. I would be interested in speaking to anyone who would like to know more, about this area and/or the people involved. Please contact me: Anne Woodhull

Director of the After School (Creative Work and Play for  
Children and Adults) 150 Main Street  
Northampton, Mass. 01060

BSY,

Anne Woodhull

February 10, 1994

Secretary of Education  
State House  
Boston, MA

Dear Secretary:

The purpose of this letter is to offer written support for the school being proposed. As a teacher, I am aware of the need for this type of approach. In my view, the traditional school setting needs some improvement. A pilot program such as this may serve as a good example to the public school system for later adoption. Many teachers are frustrated with the lack of support from government, administration, family and community, in assisting us to do our best. We need tools, a conducive setting, financial support, freedom to try new ideas, and encouragement to initiate change, so we create a learning environment that stimulates interest, curiosity, creativity, critical thinking, appreciation for our world, and the discovery that learning is living. In our rural community there are many avenues to explore at our door, and interested people who want change and are willing to help share in this exploration. With a team approach to education we all can bring our strengths, interests, and talents to help the children do their best.

With your support and approval of this proposal, I believe we can make a difference.

Sincerely,



Valerie Ann Bernard-Southwick, M.Ed.  
90 Patterson Road  
Worthington, MA 01098  
413-238-7757

FAMILY VETERINARIANS  
59 DEPOT ROAD  
P.O. BOX 478  
HAYDENVILLE, MA 01039  
(413) 268-8387

February 10, 1994

To Whom it May Concern:

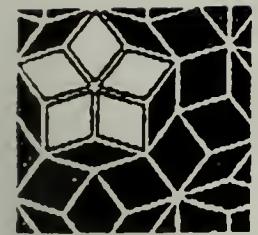
We, at Family Veterinarians are in support of a Charter School in our town based on the Reggio Emilia approach. We feel it will provide beneficial education for our children and further enhance our town.

Sincerely,

The image shows two handwritten signatures. The top signature is "Robin J. Karlin, D.V.M." and the bottom signature is "Robert G. Allen, D.V.M., M.S." Both signatures are written in black ink on a white background.

Robin J. Karlin, D.V.M.  
Robert G. Allen, D.V.M., M.S.

**Appendix C. Educational Program Attachments (Section 10)**



TERC

## Overview

# Mathematics: Investigations in Number, Data, and Space

A dramatic shift in how mathematics is perceived, taught, and learned is long overdue. Mathematics: Investigations in Number, Data, and Space, is a five-year comprehensive elementary mathematics curriculum development project that embodies the changes in mathematics teaching and learning advocated by mathematics educators, recent national reports, and the National Council of Teachers of Mathematics. The \$6.1 million grant, now in Year 3, is funded by the National Science Foundation.

## Project Goals

The major goals of this new K-6 curriculum effort are to:

- 1) offer students meaningful mathematical problems and activities
- 2) emphasize depth in mathematical thinking rather than exposure to a series of fragmented topics
- 3) communicate mathematics content and pedagogy to teachers
- 4) serve as a tool for expanding the pool of mathematically literate students.

## Components of the Curriculum

The Investigations curriculum embodies an approach radically different from a textbook-based curriculum which leads students through 50-100 separate topics, most of which involve only basic arithmetic processes. Rather, this curriculum consists of a set ten two- to four-week modules at each grade level. Each module offers a set of connected investigations that focus on major mathematical ideas within the areas of number (including operations, computation, number patterns, and number theory), data collection and analysis, geometry, and the mathematics of change.

Besides offering significant mathematics content, the investigations encourage students to develop flexibility and confidence in approaching mathematical problems, proficiency in evaluating solutions, a repertoire of ways to communicate about their mathematical thinking, and enjoyment and appreciation of mathematics.

Because we see teachers as the primary audience for this curriculum, the materials are addressed directly to them and include notes on mathematical ideas and dialogues from classrooms designed to support teachers in learning more about mathematics and about children's mathematical thinking. The project will also develop assessment tools and videotapes for teachers.

## Project Staff

Joan Akers, Amy Catlin, Mary Berle-Carman, Karen Economopoulos, Anne Goodrow, Jerrie Moffett, Janice R. Mokros, Deborah Muscella, Ricardo Nemirovsky, Andee Rubin, Susan Jo Russell, Margaret Singer, David A. Smith, Amy Taber, Cornelia Tierney, Ginny Wolley, Tracey Wright, Lisa Yaffee; Michael Battista (Kent State University), Doug Clements (State University of New York).

## Additional Information

Dale Seymour Publications will publish the curriculum materials.



# *Math Curriculum Attachment (Page 19)*

Investigations in Number, Data, and Space

TERC, Cambridge MA

Grades 3 and 4 available from Dale Seymour Pub. spring, 1994

## Grade 3

Introduction: Mathematical Thinking at Grade 3

Multiplication and Division: Things that Come in Groups

2D Geometry: Flips, Turns, and Area

Measuring and Data: From Paces to Feet

The Number System: Landmarks in the Hundreds

Changes: Up and Down the Number Line

Addition and Subtraction: Combining and Comparing

Estimation & Number Sense; Exploring Data

2D Geometry: Turtle Paths

Fractions: Fair Shares

3D Geometry: Exploring Solids and Boxes

## Grade 4

Introduction: Mathematical Thinking at Grade 4

Multiplication and Division: Arrays and Shares

The Number System: Landmarks in the Thousands

3D Geometry: Seeing Solids and Silhouettes

Fractions: Different Shapes, Equal Pieces

Statistics: The Shape of the Data

Addition and Subtraction: Money, Miles, and Large Numbers

Graphs: Changes Over Time

Multiplication and Division: Packages and Groups

2D Geometry: Sunken Ships and Grid Patterns

Statistics: Sneakers and Other Data

# MATH CURRICULUM ATTACHMENT (Page 19)

-2-

## Concepts and Skills

## Materials and/or Activity

a. Sets: sorting, matching, ordering, conjunction and intersection of sets	Assorted objects (buttons, shells, etc., attribute blocks
b. Comparisons	In daily application
c. Spatial relationships and geometric patterns	Blocks, puzzles, Multiway-Rollway, patterns blocks, parquetry blocks, tangrams
d. Measurements: length	Non-standard units, such as body parts, rules, tape-measures, trundlewheel, book-binding, carpentry
area	Tangrams, pattern blocks, geo-board, graph paper
volume	Water play, cooking
weight	Sand play, cooking, pan balance
time/temperature	
e. Bar graphs	Records of heights, number of pets, growth of a plant, etc.
f. How to make a simple mathematical sentence	
g. Trading games	Chip trading, Cuisenaire rods, Dienes blocks
h. Familiarity with different bases	Same as above
i. Place value, with regrouping	Unifix, chip trading, Dienes blocks, Cuisenaire rods
j. Solving simple oral word problems	
k. Solving simple oral and written word problems	(
l. Recognition of simple written fractions	Cooking, carpentry, fractions, dominoes, fraction board games
m. Multiplication as repeated addition	Unifix, Cuisenaire rods, Chip trading

*Editor's note: The early childhood programs in Reggio Emilia, Italy, have captured the attention of the world. More than 10,000 international educators have visited the schools. The exhibit, "The 100 Languages of Children," that describes their educational approach and documents the learning process through children's work and educators' reflections, is currently touring throughout North America. Young Children previously published articles describing the Reggio Emilia approach (New, 1990) and comparing it to practices in the United States (Katz, 1990). The three articles that follow further extend our understanding of the Reggio Emilia approach and its implications for early childhood practices in the United States.*

*In June 1993 the founder of the Reggio schools, Professor Loris Malaguzzi, and several of the key pedagogical leaders, Sergio Spaggiari, Carlina Rinaldi, and Tiziana Filippini, visited the United States and were honored guests at NAEYC Headquarters. We invited Professor Malaguzzi to share some of the most important aspects of his philosophy, in his own voice, with the readers of Young Children. We are indebted to Lella Gandini for her translation of Professor Malaguzzi's writing and for her succinct description of the fundamental principles of the Reggio Emilia approach, which provides a framework for understanding Malaguzzi's philosophy. Finally, NAEYC's director of professional development, Sue Bredekamp, reflects on her recent visit to Reggio Emilia and the implications of the work done there for revising NAEYC's position statements on developmentally appropriate practice.*

*All photos are courtesy of Assessorato Scuole Infanzia e Asili Nido, Reggio Emilia, Italy.*

# Fundamentals of the Reggio Emilia Approach to Early Childhood Education

Lella Gandini

**I**n Italy both municipal and national programs for young children have been in place for about 25 years, since the enactment of a law establishing that children between the ages of three and six are entitled to free education. This law was followed in 1971 by a law establishing infant/toddler centers that also receive parental financial contributions. In each case, women were especially active and effective advocates for the legislation.

Of special note is that in these programs, both education and care are considered necessary to provide a high-quality, full-day program. These programs combine the concept of social services with education, an approach that is widely accepted in Italy. What, then, is so unusual or special about Reggio Emilia, a town of 130,000 inhabitants in northern Italy?

In Reggio Emilia the city-run educational system for young children originated in schools started by parents, literally built with their own hands, at the end of World War II. The first school was built with proceeds from the sale of a tank, some trucks, and a few horses. From the start, Loris Malaguzzi has guided and directed the energies of parents and educators.

The city now runs 20 schools for children ages three to six years, as well as 13 infant/toddler centers for children four months to three years of age. Children from all socioeconomic and educational backgrounds attend the programs: 47% and 35% of the two age groups are served, respectively. In Italy about 90% of children three to six years old attend some kind of school, whether municipal, national, or private; in Reggio Emilia 95% of preschool-age children are enrolled in school. Children with disabilities are given first priority for enrollment in the schools.

Through many years of strong commitment and cooperation, parents and educators in Reggio have developed the present excellent program that, in turn, has become a point of reference and a guide for many educators elsewhere in Italy, in various European countries, and—in the last 10 years—in the United States. Thirty years of successful experience with schools for about half of the children in a city of 130,000 inhabitants has created

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powerful results and generated much interest, as evidenced by the number of international visitors, the number of articles and conference presentations describing the work, and the large number of people viewing the Reggio Emilia exhibits that are touring Europe and North America.

Educators in Reggio Emilia have no intention of suggesting that their program should be looked at as a model to be copied in another country; rather, their work should be considered as an educational experience that consists of practice and careful reflection that is continuously readjusted. Nevertheless, the Reggio educators are pleased to share their experience with other educators in the hope that knowledge of the Reggio Emilia schools' experience will stimulate reflections on teaching, helpful exchange of ideas, and novel initiatives in other schools.

An examination of some of the basic principles that have inspired the experience in Reggio Emilia immediately reveals that these concepts are not new to American audiences. Indeed, many of the basic ideas that inspired the work of educators in Reggio Emilia originated in the United States and are, in a sense, returning to their point of origin. From the beginning of their unique school program, the educators in Reggio Emilia have been avid readers of John Dewey, and over the years, in addition to studying Piaget, Vygotsky, and other European scientists, they have continued to keep abreast of the latest research in child development and education in the United States. The following principles, or fundamental ideas, are presented one by one for the sake of clarity, but they must be considered as a tightly connected, coherent philosophy, in which each point influences and is influenced by all the others.

### *The image of the child*

The educators in Reggio Emilia speak first and foremost about the image they have of the child. All

Reggio Emilia is viewed as a system in which all of these relationships, which are all interconnected and reciprocal, are activated and supported.



*Child, parent, and teacher—the three subjects of the learning experience: a three-year-old arrives for her first day of school, accompanied by her father. The teacher welcomes them in front of the school.*

children have preparedness, potential, curiosity, and interest in constructing their learning, in engaging in social interaction, and in negotiating with everything the environment brings to them. Teachers are deeply aware of children's potentials and construct all their work and the environment of the children's experience to respond appropriately.

### *Children's relationships and interactions*

Education has to focus on each child—not each child considered in isolation but each child seen in relation with other children, with the family, with the teachers, with the environment of the school, with the community, and with the wider society. Each school in

### *The three subjects of education*

For children to learn, their well-being has to be guaranteed; the well-being of children is connected with the well-being of parents and teachers. Children's rights should be recognized, not only children's needs. Children have a right to high-quality care and education. By recognizing that children have rights to the best that a society can offer, parents and teachers gain recognition of their rights as well.

### *The role of parents*

Parent participation is considered essential and takes many forms: day-to-day interaction during work in the schools; discussions of educational and psychological issues; and special events,



*A comfortable place to meet with their children in the entrance of the school is set up to welcome parents.*

excursions, and celebrations. Parents are an active part of their children's learning experience and, at the same time, help ensure the welfare of all children in the school.

### *An amiable school*

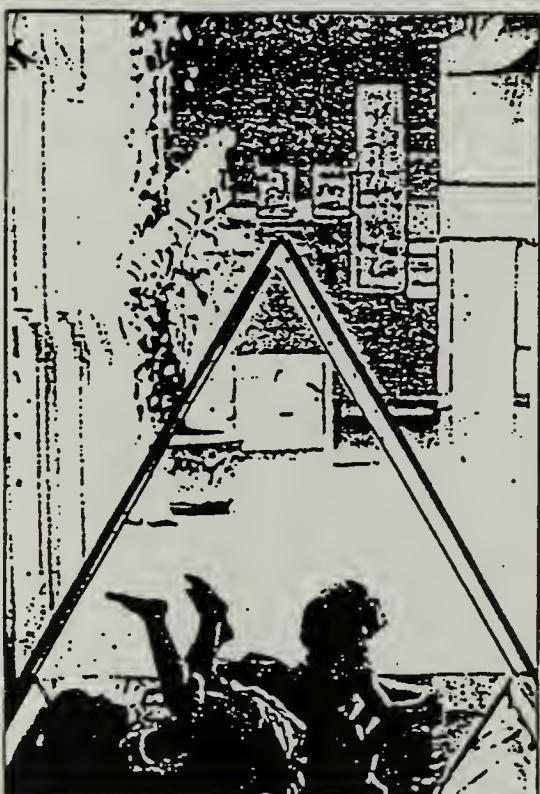
The layout of physical space in the schools encourages encounters, communication, and relationships. The arrangement of structures, objects, and activities encourages choices, problem solving, and discoveries in the process of learning. In preparing the space, teachers offer the possibility for children to be with the teachers and many of the other children, or with just a few of the children, or even alone. Teachers are aware, however, that children also learn from their peers, especially when they can interact in small groups.



*Children play in the main space, or piazza, at Diana school.*

### *The time not set by the clock*

Children's own sense of time and their personal rhythm are considered in planning and implementing activities and projects. The leisurely pace that an observer notices is facilitated by the full-day schedule. Such a schedule, rather than overwhelming the participants, seems instead to provide sufficient time to complete projects and activities with satisfaction. Teachers get to know the children's personal timeclocks because children stay with the same teachers and the same peer group for three-year cycles (infancy to three and three to six). Each year the group changes environments because their developmental needs and interests change, but the relationships with teachers and peers remain consistent.



*Children take time revisiting the many reflections of their images in a mirrored structure built by parents and teachers in Diana School.*

standing they gain to act as a resource for the children. Teachers ask questions; discover the children's ideas, hypotheses, and theories; and provide occasions for discovery and learning. In fact, teachers consider themselves partners in learning and enjoy discovering with the children.

### *Cooperation as the foundation of the system*

Cooperation at all levels in the schools is a powerful mode of working that makes possible the achievement of the complex goals that Reggio educators have set for themselves. Teachers work in pairs in each classroom (not as head teacher and assistant but at



*Children and the atelierista discuss the plans they have drafted for constructing an amusement park for small birds in the La Villetta schoolyard.*

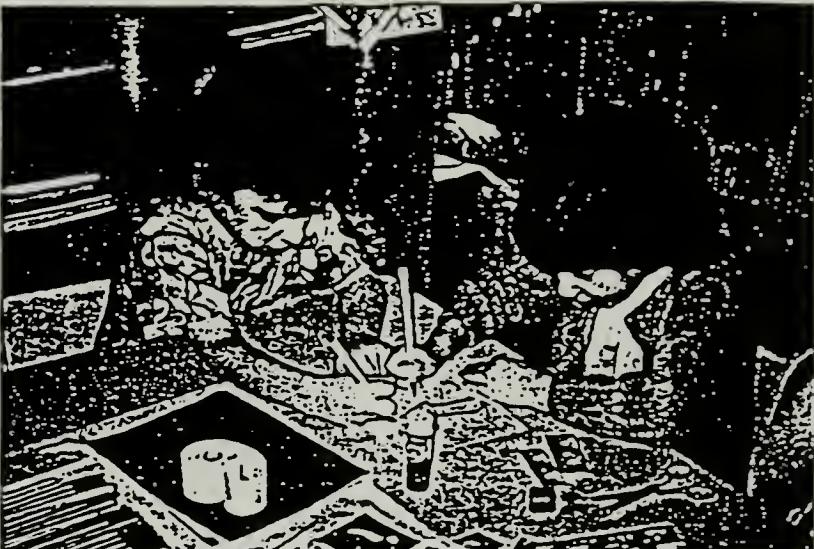
### *Teachers as partners*

To know how to plan and proceed with their work, teachers listen to and observe children closely. Teachers use the under-

the same level); teachers maintain a strong collegial relationship with all other teachers and staff and engage in continuous discussion and interpretation of their work as well as of the work of and with children. Those exchanges provide permanent, ongoing training and theoretical enrichment. Teachers see themselves as researchers, preparing documentation of their work with children, whom they also consider researchers. The system is further supported



*Teachers and the ateliera discuss and interpret the children's dialogs together to plan the next steps in their work with the children.*



*The cooperation between teachers and parents and among teachers is reflected in the way the children work together.*

by a team of pedagogical coordinators, called *pedagogisti*, who also support the relationships among all teachers, parents, and community and city administrators.

### *The interdependence of co-operation and organization*

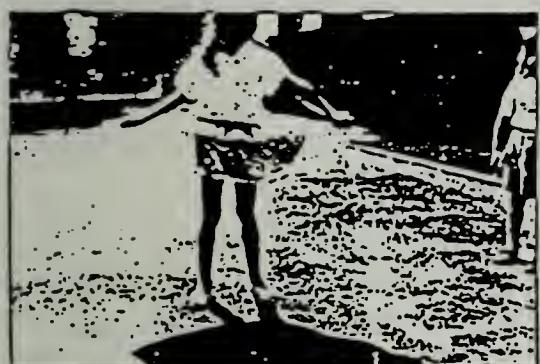
Cooperation needs much support; in Reggio Emilia schools, co-operation is supported by a careful, well-developed structure or

organization. From the details of each teacher's schedule to the planning of meetings with families to the children's diet, everything is discussed and organized with precision and care. In fact, the high level of cooperation is possible precisely because of such thoughtful organization; likewise, the organization is achieved because of the conviction by all concerned that by cooperating they will be able to offer the best experience to the children.

consequently, they make appropriate preparations. Curriculum emerges in the process of each activity or project and is flexibly adjusted accordingly.

### *Projects*

Teachers facilitate children's exploration of themes and work on short- and long-term projects. Project ideas originate in the continuum of experience of children



### *The emergent curriculum*

The curriculum is not established in advance. Teachers express general goals and make hypotheses about what direction the activities and projects might take;



*This is an episode within a long project about shadows. After exploring their shadows outside, the children drew their hypotheses about the placement of the sun and the resulting shadows. Here a teacher poses a provocative question.*



The atelier at Diana School invites children to express themselves through many languages.

and teachers and in their practice of constructing knowledge together. Projects may start either from a chance event, an idea or a problem posed by one or more children, or an experience initiated directly by teachers; for example, a study of crowds originated when a child told the class about a summer vacation experience, while a project on fountains developed when children decided to build an amusement park for birds. Projects can last a few days to several months.

### Atelierista and atelier

A teacher who is trained in the visual arts works closely with the other teachers and the children in every preprimary school (and visits the infant/toddler centers).



A teacher observes and supports the children's discussion, while the tape recorder and camera document the process of this exploration.

This teacher is called *atelierista*, and a special space, workshop, or studio, called *atelier*, is set aside and used by all the children and teachers. The atelier contains a great variety of tools and resource materials, along with records of past projects and experiences. The educators in Reggio Emilia prefer to speak of many different languages of children (in fact, 100 languages) rather than art. In their view, children's expression through many media is not a separate part of the curriculum but is inseparable from the whole cognitive/symbolic expression in the process of learning.

### The power of documentation

Finally, transcriptions of children's remarks and discussions, photographs of their activity, and representations of their thinking and learning using many media are carefully arranged by the *atelierista*, along with the other teachers, to document the work (and the process of learning) done in the schools. This documentation has several functions: to make parents aware of their children's experience and maintain parental involvement; to allow teachers to understand children better and to evaluate the teachers' own work, thus promoting their professional growth; to facilitate communication and exchange of ideas among edu-

tors; to make children aware that their effort is valued; and to create an archive that traces the history of the school and of the pleasure and process of learning by many children and their teachers.



Clay work portrays a mother pushing an infant in a stroller.



Documentation through a panel of photographs, transcripts of children's dialogs, teachers' notes, and clay work serves as a record of four-year-old children's explorations of mothers pushing infants in strollers.

The Reggio Emilia schools and their approach to early childhood education are not considered "experimental." These schools are part of a public system that strives to serve both the child's welfare and the social needs of families while also supporting the child's fundamental right to grow and learn in a favorable environment with peers and with caring professional adults.

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# Education Through Partnership\*

Teamwork between teachers and parents requires turning the school bureaucracy upside down and dropping the notion of "professionals" and "clients."

DAVID S. SEELEY

What H. G. Wells called the "race between education and catastrophe" is in full stride, and in the last quarter of the twentieth century, education is losing that race in the United States of America. The massive, once unsurpassed system of publicly administered schools is failing—failing individual students, failing families and communities, and failing the nation and its future.

The essential trouble is the nature of the system itself, a system that has become beguiled by a "delivery system" mentality.

Education has been conceived as a governmental service-delivery system: we have set up government-run, professionally staffed bureaus to "deliver" education to our children. When the results are unsatisfactory, our service-delivery approach prompts us to try to solve the problem by delivering more services or by making the service-delivery machinery either more efficient, through improved technology, or more accountable, through political action or better management.

Attempts to reduce to a delivery system something that is by its nature not a service and not deliverable will not work. The effort withers the energy and commitment and obstructs the productive relationships of the key participants in the educational enterprise—students, teachers, parents, and citizens.

Government, bureaucracy, and professionalization must be dethroned as the rulers of educational practice and policy. Partnership is more likely to promote policies and institutions that

educate successfully in accordance with the values of a democratic society. School board and PTA meetings resonate with warm words about partnership, but the rhetoric often belies the reality. Successful educational partnerships indeed exist in many individual classrooms and schools, but genuine partnership is driven out of education as schools, parents, and students come to think of their relationships in terms of service delivery—of "provider" and "client," of "professionals" and "target populations."

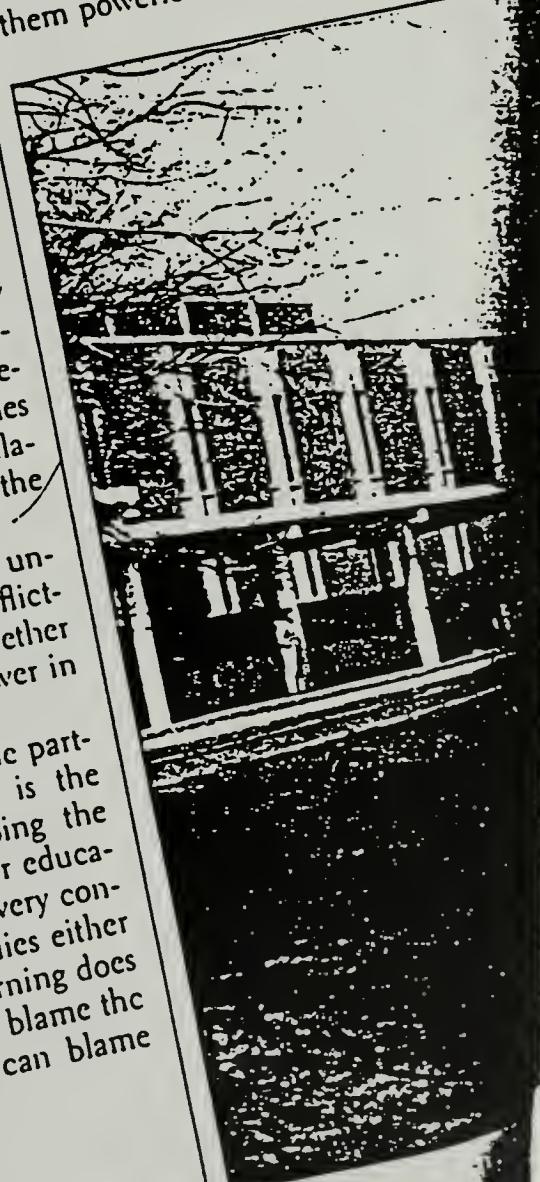
The chief characteristic of partnership is common effort toward common goals. Partners may help one another in general or specific ways, but none is ever a client, because the relationship is mutual. Providers and clients can deal with one another at arm's length; partners share an enterprise, though their mutuality does not imply or require equality or similarity. Participants in effective partnerships may be strikingly different, each contributing to the common enterprise particular talents, experiences, and perspectives and sometimes having different status within the relationship and control over aspects of the work to be done.

The concept of service delivery, unlike that of partnership, leads to conflict-producing ambiguities about whether provider or client wields more power in the relationship.

An immediate advantage of the partnership concept for education is the assistance it provides in escaping the dilemma of whom to blame for educational failure. The service-delivery concept of education makes families either victims or villains. When learning does not take place, the client can blame the provider, and the provider can blame the client.

Arguing about blame is an unproductive enterprise. Both perspectives have validity; families are weakened and disempowered by current social conditions and by social service bureaucracies. At the same time, families are not by nature perfect, and in many cases they do not provide the healthy socialization, nurturing, ego development, early learning experiences, and support for learning that help make schooling successful.

A stalemate caused by mutual recrimination is unnecessary. The partnership concept provides a more productive framework. It can recognize the problems facing families without rendering them powerless.



Shifting to a partnership policy in education will not be easy. Most schools and school systems, like many other institutions, still operate on the premise of the irrelevance or weakness of the family. Most, perhaps unwittingly, are still agents of what Mary Jo Banc calls "social service imperialism." The family's role is seen as little more than that of producing children and feeding, housing, and clothing them so they can go to school. Educational policy has been school policy; families might be the concern of social workers or priests, but not of educators. Many habits of both mind and practice must change before educational policy can fully incorporate an understanding of the family as an important participant in education.

Educational research has begun to focus on the importance of the family as educator. It is now being recognized that much of what a child needs to know, both before and during the school years, is learned in the family. The implications of these new views are that a sound educational policy requires seeing the family as a resourceful, primary partner in the educational process.

In partnership learning, emphasis must be on the leadership role of teachers and on mutual accountability among partners in the learning process, rather than on professional power and exclusiveness.

For the past several decades it was thought that power was the route to increased teacher satisfaction and effectiveness. Now there are growing doubts whether power by itself is enough. We hear of "burnout" and "combat neurosis" among teachers in small systems as well as large. Teachers feel they are not "part of a team" and that "no one cares about their welfare." Power has been useful for gaining increased pay and job security; it was also a natural response to bureaucratized education, which has disempowered teachers, along with parents and students. Bureaucratic and political power, however, does not guarantee either

teacher effectiveness or job satisfaction. If wrongly handled, in fact, it reinforces the bureaucratic rigidities of centralized rules and procedures and interferes with productive learning by alienating teachers still further from students and parents and by obstructing the kinds of personal commitment and relationships that have always been at the heart of successful teaching.

The present educational bureaucracy is anti-learning; it must be turned upside down to redirect education to its primary purposes and to let teachers resume their lofty roles as partners in the discovery and stimulation of minds and talents instead of continuing them in the ignoble role of bureaucratic functionaries. Teachers will have to be seen as the most important links in the educational process—next in importance to the real producers of learning, the students themselves. This will entail redesigning professionalism.

Partnership requires a different orientation of professional accountability, one in which teachers could be far more powerful than they are today. Teachers in real partnerships with students and parents gain authority—so much so that they are often seen as threats by bureaucratic principals who, if they understand little else, can quickly sense the power of any loyalties not under their control. Only principals who realize that their job is to foster productive learning relationships will not be threatened by powerful teachers and strong student-teacher-parent partnerships.

The professional authority derived from educational partnerships is different from bureaucratic or political power. Teachers in partnerships with parents are accountable to them for guiding the learning of their children. They gain authority from this relationship, and they need not be bashful about using it, as long as it genuinely reflects parents' values rather than professional values "the best interest of the child."

I have no question but that any community wanting to can create a collaborative relationship between teachers,

parents, students, and citizens that will produce educational results far in excess of what we are now achieving. And this can be done despite the present fiscal constraints. Indeed, the effort to create such collaboration can help to overcome past polarizations and generate enough support to provide whatever resources are needed. EL

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